Arizona Department of Education
Tom Horne, superintendent of Public Instruction

Volunteer Tutor Evaluation Study

Presented to:
Adult Education Services
Arizona Department of Education

By:

Sheila Murphy Associates

April 20, 2004

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Introduction

The Arizona Department of Adult Education serves the needs of learners in literacy programs by utilizing a diverse array of delivery methods. These delivery methods include learning centers, open 30 or more hours per week; computer-aided instruction; community classes that meet for six to 12 hours per week; and individual tutoring conducted at a site mutually convenient for learner and tutor.

Funding for Adult Basic Education (ABE), including resources for addressing adult literacy in the state, is provided by Title II of the Workforce Investment Act (WIA). The principal criterion used for evaluating Adult Literacy programs is the educational/learning gains of the adult learners served. The State-negotiated level for Arizona in Fiscal Year 2003 was 40%, meaning that 40% of the learners enrolled in Adult Education must advance at least one educational level, approximately 2.3 grades, as used in the K-12 educational system. Under current regulations the ADE and local providers are held to this same performance requirement.

A 1996 research study by the United States Department of Education, "The National Evaluation of Adult Education Programs," indicated that literacy test scores of ABE learners retested after about 84 hours of instruction progressed from about grade level 6.1 to 7.4. This represents a full grade lower than one educational level, as defined under current requirements. Efforts to enhance the intensity and duration of education have served as a focus for contributing to educational improvement. The Division has expressed interest in exploring the validity of this view, seeking to examine the relationship of hours spent in the program to improvement in learning outcomes.

Volunteer tutors compose an important component of the adult learning process in all states. Programs that depend upon this vehicle to a great extent have difficulty meeting performance standards. For those agencies in which learning methods are distinguished between "tutored only" and "classes/centers," gains are typically lower for "tutored only." Eight of 36 total providers in Arizona employ volunteer tutors. Literacy Volunteers of Tucson uses volunteer tutors exclusively. The other seven employ the use of a variety of learning methods, of which the volunteer tutor method is one.

In September 2003, the Division of Adult Education in the Arizona Department of Education established a plan to evaluate the effectiveness of Adult Education providers funded under Title II of the Workforce Investment Act (WIA). The main criterion for discerning effectiveness remains the educational gains attained by adult learners. In particular, the Division of Adult Education sought to discern whether, and to what extent, volunteer-based literacy organizations can meet the rigorous requirements established by the WIA. In particular, the Division of Adult Education seeks to answer the following question:

> *Can volunteer-based literacy organizations meet the rigorous requirements established by the WIA?*

This study represents the initial phase of an ongoing effort to review learning gains from funded Adult Education sites providing literacy services in Arizona. The student database has recently undergone revisions that will facilitate the conduct of a thorough examination anticipated to

yield comprehensive findings relative to learning gains and factors influencing them. The present report furnishes a descriptive summary of literacy programs currently being administered by adult education providers, program characteristics, and tutor characteristics among provider sites. In addition, the study utilizes available summary data related to student learning on a per-site basis, making possible the application of path analysis to identify significant factors associated with educational gains.

Report Item #1: Description of Evaluation Study Plan and Procedures

Evaluation Plan and Procedures

The original evaluation study plan was modified after examining the student database for FY2003. It was determined that the assumptions used to develop the plan were not upheld by the database. The evaluation plan was modified through meetings with the Division and the evaluation team. The following description reflects the modified evaluation plan approved by the Division.

The Division seeks to evaluate the effectiveness of Adult Education providers funded under Title II of the Workforce Investment Act (WIA). The principal criterion used for evaluating is the educational/learning gains of the adult learners served. In particular, the Division of Adult Education seeks to discern whether, and to what extent, volunteer-based literacy organizations can meet the rigorous requirements established by the WIA.

The challenge for this evaluation study was to develop an evaluation plan that would help the Division examine the following three elements within the context of student educational gain at each site:
1) the literacy programs being administered by the providers,
2) the characteristics of the volunteer tutoring programs within and across the provider sites, and
3) the tutor characteristics within and across the provider sites.

Exploration of the literacy programs that include tutoring components necessitates a description of programs according to key best practice areas and key tutor and program demographic variables. The U.S. Department of Education's Division of Adult Education has developed a set of "Quality Standards for Adult Education Programs" which have been applied to Adult Basic Education (ABE) programs. In addition, there is a growing body of research and literature on what constitutes effective adult literacy programs. Since the aim of this evaluation study is to examine the programs, reflect upon the findings, and identify alternative practices intended to improve educational gains, a series of best practice statements were generated from the literature to guide the development of the tutor survey and the administrator/coordinator survey. In addition, several program and tutor demographic variables were identified for inclusion in the surveys.

The following chart presents those best practice areas, program characteristics, and demographic variables that were assessed through administration of a tutor survey and an administrator/coordinator survey at each site involved in the study.

Chart 1 Evaluation Study Variables and Definitions

Best Practice Areas	
Administration	Uses paid professional staff and is consistently well-managed and run
Participation	Encourages the participation of learners and volunteers in as many different aspects of the program as possible, consistent with its philosophy
Staff Training and Development	Uses well-trained professional staff who keep up-to-date with developments in the field
Tutor Training	Offers tutors a comprehensive training program which is presented using a variety of instructional techniques and group formats
Volunteer Tutor Support Services	Provides a broad range of support services for its volunteer tutors
Learner Assessment	Uses a variety of flexible, learner-centered assessment procedures when learners enter the program, while they are being tutored and when they leave the program
Learner Support Services	Provides a broad range of support services for its learners
Instructional Strategies	Uses instructional strategies which help adult learners progress towards their learning goals
Materials	Uses a wide variety of instructional materials appropriate for adults and consistent with the program's philosophy, as well as a wide variety of supplementary support and resource materials
Program Characteristics & Demographic Variables	
Time Investment in Tutoring Activities	• Hours per week spent in preparation for tutoring session • Hours per week spent in tutoring • Hours per week spent in traveling • Distance from home or office to tutoring site
Volunteer Demographics	• Gender • Marital Status • Age • Ethnic/Racial Background • Educational Background • Employment Status • Experience as an educator
Program Demographics	• Geographic location • Length of time in operation • Number of paid staff • Type of staff • Number of tutor-training sessions per year • Type of tutoring session being offered • Type of learner being tutored • Disposition of last year's learners

For each of the above variables, the following evaluation questions were developed:
- Are there relationships that can be deduced from best practice variables and educational gain outcome?
- Are there relationships between tutor demographics and educational gain outcomes?
- Are there relationships between program demographics and educational gain outcomes?
- Are there relationships between time investment in tutoring activities and educational gain outcomes?

Evaluation Methodology

To address the evaluation questions, two evaluation designs were developed. Design 1 is a descriptive study of the volunteer tutor programs at each of the sites participating in the study. Design 2 is a quasi-experimental design used to address the interaction of identified independent variables with the dependent variable (educational gain).

Sample
The same <u>sample of volunteer tutor programs</u> was used in both designs. The Division selected the following providers for participation in the study:
- Literacy Volunteers of Tucson
- Literacy Volunteers of Maricopa County
- Chandler C.O.R.E.
- Camp Verde Adult Reading Program
- Yuma Reading Council
- LVA Santa Cruz County
- Chino Valley (Victory)

The sample included 173 tutors and seven coordinators/directors. The cohort of tutors was representative of all the tutor programs from the seven providers. The cohort of administrators represented all the providers in the study.

Data Sources
Data for both the descriptive study and the quasi-experimental study were obtained from two sources: tutors and coordinators/directors. The <u>tutor survey</u> was sent to each agency and distributed to tutors currently tutoring for the provider. The survey required approximately 30 minutes to complete, and gathered information on tutor demographics, tutor characteristics, tutor perception of the volunteer tutoring program characteristics in their agency, and tutor perception of overall quality or effectiveness of specific program attributes.

The <u>director/coordinator survey</u> was a 29-item survey that was completed by the primary administrator at each agency. The survey required approximately 30 minutes to complete, and gathered information on specific program characteristics and administrator perception of volunteer tutoring program best practices.

Additional data sources for the descriptive study were interviews conducted with a sample of volunteer tutors and all of the coordinators/directors. The <u>tutor interview</u> consisted of six primary questions that were generated from the results of the tutor surveys. The questions were related to specific best practice statements from the survey, which had either received low quality or effectiveness ratings or which needed further clarification due to comments made by tutors on individual surveys. The tutor interview also included questions related to the tutor's personal experience in the performance of tutoring responsibilities. Interviews were conducted with 12 volunteer tutors representing six of the seven agencies included in the study.

The <u>administrator interview</u> consisted of eight questions designed to gather supplemental input following administration of the coordinator/director survey. The administrator interview also included questions related to the administrator's experience in the coordination of a volunteer tutoring program. Interviews were conducted with all seven coordinators/directors, representing all of the seven agencies.

Methodology: Design 1

The first analysis of both the tutor and administrator surveys was frequency analysis. The percent frequency was calculated for each survey item by provider agency and in the aggregate. On those items with Likert-type scales, means and standard deviations were also calculated.

The second analysis determined significant differences between sites on single survey items through analysis of variance (ANOVA). The ANOVA and its test of significance, *F test*, permits examination of whether the differences among the agencies on particular variables under study were *significant* differences, or were what might be expected if left to chance.

The analysis conducted on both sets of interview data was content analysis of the tutor and administrator responses to open-ended questions included on the interview protocol. The interviewee comments were analyzed on two levels: first the statements were categorized according to common themes that emerged from the comments, and secondly the frequency of comments was calculated for specific categories.

Methodology: Design 2

The analysis of tutor and administrator survey data included the application of Path Analysis. Path Analysis is the statistical technique used to examine causal relationships between two or more variables. It is used mainly to understand comparative strengths of direct and indirect relationships among a set of variables. Path Analysis is unique among linear equation models in that it allows mediating variables in the pathway ($X \rightarrow Y \rightarrow Z$). The pathways in the path model represent the hypotheses. Path Analysis was selected due to the large number of variables being examined in the study and the suggestion that certain variables may have both direct and indirect effects on the educational gain outcome. For example, it might be hypothesized that tutor training has a direct effect on student educational gain. However, indirect effects of administrative support of tutors on instructional strategies and the materials used are also suggested; instructional strategies and materials affects time invested in tutoring activities, all of which affect educational gain. The data presented in the Path Analysis correlational data and the relative sizes of the path coefficients in the resulting path diagram can determine which of our hypotheses are better supported by the data. For example, in the findings of this study, the tutoring environment factor affecting educational gains is preferred over the hypothesis of learner assessment increasing educational gains.

Several modeling programs are designed to perform Path Analysis. The program selected for this analysis is EQS. The program allows the user to draw a path diagram and proceed from there in the development and testing of the model. The model for this longitudinal study was developed with EQS. EQS analyzes the model in terms of its reliability in generating reliable output. The path model developed for this study yielded the statement: "no special problems were encountered during optimization," indicating that the EQS analysis of this path model yields reliable output. It was also determined that the data were normally distributed. There were several indicators showing that the model works well statistically. First, almost all the standardized residual matrix values are less than 0.1. Second, independence model χ^2 (28) = 221.84, which means the independence model does not fit the data (i.e., the data are related). In addition, the Bentler-Bonnet normed fit index is close to 1 (.93), which confirms that the proposed model works well.

Report Item #2: Findings for Descriptive Study

Profile of Agency Providers
Seven providers participated in the volunteer tutoring evaluation study. The program coordinators or directors for each agency completed an Administrator Survey. The following section presents an overview of the providers.

Relationship of Literacy Program to Other Organizations
The majority of the providers (86%) indicated an affiliation with a national literacy organization such as Frontier College, Laubach, Literacy Volunteers Association, etc. 71% indicated that they were independent in their community with their own board of directors or management committee. Two providers (29%) indicated an affiliation with an organization such as public library, workplace, prison, etc.

General Operating Information
Five agencies indicated when their programs started. The length of time in operation ranged from 12 to 43 years. The majority of the programs (86%) are in operation 12 months out of the year. One program is in operation for 11 months each year.

71% of the programs have full-time coordinators and 57% have full-time instructors. Two programs have both full-time and part-time instructors. The programs with full-time instructors also have full-time clerical support. The following chart provides a breakdown by agency of the number paid staff involved in the agency.

Chart 2 Number of Paid Coordinators and Instructors by Agency

	Coordinator		Instructor		Clerical support		
	part-time	full-time	part-time	full-time	part-time	full-time	Other
Camp Verde Adult Reading	2		5		3		2
Chino Valley - VICTORY Program	1		2		1		1
City of Chandler/Core		1		13		1	
Literacy Volunteers of Maricopa County		5	1	12		2	
Literacy Volunteers of Santa Cruz County		2		2	1	2	
Literacy Volunteers of Tucson		3.5			0.5		
Yuma Reading Council		1	2	6	1	2	

Volunteer Tutoring Program
The agencies were asked to indicate the number of volunteer tutors involved in tutoring and training. Each agency designated how many initial tutor-training sessions are offered during a program year and how many tutors were working in various categories of tutoring. The following charts provide a breakdown of this information.

Chart 3 Level of Volunteer Tutoring and Tutor Training by Agency

	Currently tutoring	Trained this year (%)	Previously trained (%)
Camp Verde Adult Reading	13	7.69%	92.31%
Chino Valley VICTORY Program	3	0.00%	66.67%
City of Chandler/Core	30	33.33%	66.67%
Literacy Volunteers of Maricopa County	256	27.73%	72.27%
Literacy Volunteers of Santa Cruz County	No data		
Literacy Volunteers of Tucson	133	41.35%	58.65%
Yuma Reading Council	55	21.82%	78.18%

Chart 4 Percentage of Tutors involved in Specific Tutoring Categories by Agency

	1 to 1 in matched pairs	1 to 1 drop-in basis	1 to small group	Other
Camp Verde Adult Reading	46%	8%	46%	
Chino Valley VICTORY Program			100%	
City of Chandler/Core	No data			
Literacy Volunteers of Maricopa County	75%		5%	20%
Literacy Volunteers of Santa Cruz County	No data			
Literacy Volunteers of Tucson	50%	10%	5%	35%
Yuma Reading Council	95%		5%	

Learner Population
Each administrator was asked to describe the learner population served by their agency by indicating the percentage of adult learners in each category. The following chart presents the number of learners currently receiving tutoring service and those currently waiting for service. The percentage represents the percent of the total number of learners for an agency.

Chart 5 Percentage of Learners Waiting for and Receiving Tutoring Service by Agency

	CVAR		CVVP		CCC		LVMC		LVT		YRC	
	#	%	#	%	#	%	#	%	#	%	#	%
Female waiting for service	3	3.2%	0	0.0%	5	13.5%	35	21%	43	9.3%	59	42.4%
Male waiting for service	2	2.1%	0	0	4	10.8%	18	10.8%	18	3.9%	19	13.7%
Female being tutored	44	46.8%	2	100%	20	54.1%	42	25.1%	342	74.3%	49	35.3%
Male being tutored	45	47.9%	0	0	8	21.6%	72	43.1%	57	12.4%	12	8.6%
Total	94		2		37		167		460		139	

The following chart presents a profile of the current learners at each agency. Some agencies reported more than one category per adult learner.

Chart 6 Percentage of Adult Learners in Population Categories by Agency

Population Type	CVAR	CVVP	CCC	LVMC	LVSCC	LVT	YRC	Aggregate
General adult population	100%	15%	100%	48%		25%	35%	54%
Low-income adults	89%	15%	53%	0		50%	20%	38%
Employees at a workplace site	0	0	0	0		10%	0	2%
Ex-offenders	12%	0	0	0		5%	55%	12%
Immigrants (ESL learners)	51%	43%	32%	52%	No data	77%	30%	48%
Inmates	0	0	0	0		0	0	0%
Physically disabled	0	0	0	0		5%	0	1%
Homeless youth	0	0	0	0		0	0	0%
Homeless adults	0	0	0	0		1%	0	0%
Mentally disabled	0	0	0	0		5%	0	1%
Youth drop-outs	0	27%	3%	0		20%	0	8%
Learning disabled	0	0	7%	20%		10%	10%	8%

The agency administrators were asked to indicate by gender the number of adult learners who are currently being tutored as well as those who are waiting to be tutored. The following chart presents the actual number and percentages.

Chart 7 Percentage of Adult Learners being Tutored and Waiting to be Tutored by Agency

	Being Tutored				Waiting to be Tutored			
	Male		Female		Male		Female	
Agency	#	%	#	%	#	%	#	%
Camp Verde Adult Reading	45	50.6%	44	49.4%	2	40.0%	3	60.0%
Chino Valley VICTORY Program		0	2	100%				
City of Chandler/Core	8	28.6%	20	71.4%	4	44.4%	5	55.6%
Literacy Volunteers of Maricopa County	72	63.2%	42	36.8%	18	34.0%	35	66.0%
Literacy Volunteers of Tucson	57	14.3%	342	85.7%	18	29.5%	43	70.5%
Yuma Reading Council	12	19.4%	49	79.0%	19	27.5%	59	85.5%

Administrators were also asked to indicate the status of adult learners from the last program year (2003). The following chart presents the percentage of learners within each category.

Chart 8 Program Status for FY2003 Adult Learners by Agency

Program Status	CVAR	CVVP	CCC	LVMC	LVSCC	LVT	YRC	Aggregate
Continuing in the program	31%	19%	42%	No data	No data	27%	No data	29.8%
Met their goals and left the program	20%	0.8%	27%	No data	No data	0.8%	No data	12.2%
Left the program because of changed situation or obstacles	17%	35%	18%	No data	No data	35%	No data	26.3%
Left because program not meeting their needs	0.1%	0	0	No data	No data	0.5%	No data	0.2%
Left program – reasons not known	30%	38%	13%	No data	No data	24%	No data	26.3%

Profile of Tutors

The tutor survey was completed by 161 tutors. The following chart presents the distribution of tutors who completed the survey by agency.

Chart 9 Number of Tutors Completing Surveys by Agency

Provider	Number of Tutors	% of Total Tutors at Agency
Camp Verde Adult Reading	5	38%
Chino Valley VICTORY Program	2	67%
City of Chandler/CORE	24	80%
Literacy Volunteers of Maricopa County	33	13%
Literacy Volunteers of Santa Cruz County	4	No data
Literacy Volunteers of Tucson	70	53%
Yuma Reading Council	23	42%
Total	161	33%

The following chart presents the demographic profile of those tutors completing the tutor survey.

Chart 10 Demographic Profile of Tutors (N=161)

GENDER	MARITAL STATUS	AGE
78.2% Female 21.8% Male	11.7% Single 64.3% Married 14.3% Divorced 9.1% Widowed 0.6% Other	1.3% 18-25 2.6% 26-35 10.4% 36-50 42.2% 51-65 3.05% 65-75 13.0% >75

ETHNIC	EDUCATION
2.0% Asian 0.0% AFRICAN-AMERICAN 0.7% Native American 91.9% White 4.0% Hispanic 1.3% Other	1.3% Elementary Only 3.9% Partial High School 15.4% High School Graduate 8.3% BA Degree 34.0% Graduate/Professional Degree 37.2% Other type of post-secondary

EMPLOYMENT STATUS	DISTANCE FROM HOME OR OFFICE TO TUTORING SITE
0.6% In Armed Forces 17.3% Employed Full-Time 10.9% Employed Part-Time 2.6% Unemployed 2.6% Not In Labor Force 1.3% Volunteer (paid position) 38.5% Volunteer (unpaid position) 26.3% Other	0.7% < 1 Mile 45.7% 1 – 5 Miles 31.2% 6 – 10 Miles 13.0% 11 – 15 Miles 7.2% 16 – 20 Miles 2.2% >20 Miles

A series of ANOVA was conducted to determine whether tutors across difference demographic characteristics were different in 10 factors as well as educational gain. There were no significant differences. The factors included:
1. Number of full-time staff

2. Tutor education background
3. Tutor orientation/training
4. Learner assessment
5. Application of education and training in tutoring activities
6. Instructional Materials
7. Time invested in preparation
8. Tutor support services
9. Level of tutor participation
10. Number of learners per tutor

Tutors were also asked to indicate how they heard about the tutoring program. The following chart categorizes the responses and frequency of responses for each category.

Chart 11 Frequency of Tutor Response to Learning About Program

Category of Response	Percent of Tutors (N=156)
Newspaper	30.8%
Referral by Friend/Acquaintance/Family member	19.9%
Library	9.0%
Program Outreach/Knew Program Leaders	8.3%
Prior Service or Experience; Actively Sought Volunteer Tutor Opportunity	7.7%
Television/Radio	5.1%
Familiar with program/Actively sought program opportunities	4.5%
Volunteer Referral	4.5%
Advertisement	3.2%
Location/Dropped In	1.9%
Telephone Book	1.9%
Mail or flyer	1.3%
Internet	1.3%
Meeting	0.6%

Tutor Experience
Tutors were asked to indicate whether they had any previous teaching experience; 67% of the tutors responded to this item. The following chart presents the percentage of those tutors having previous teaching experience.

Chart 12 Percentage of Tutors having Previous Teaching Experience

Teaching Experience	Percent of Tutors (N=108)
Taught in elementary school	23.2%
Taught in high school	13.9%
Taught at postsecondary level	17.6%
Taught in religious school	6.5%
Taught in other setting	38.9%

Tutors were also asked to indicate how long they had been tutoring and how many adult learners they currently tutor. The majority of tutors (52%) indicated that they have been tutoring for two years or less; 73% of the tutors have been tutoring for four years or less. Approximately 17% of the tutors have been tutoring for more than 10 years. The majority of

tutors (79%) are tutoring one or two adult learners. The most any one tutor is currently tutoring is 22 adult learners.

Tutoring takes place in a variety of locations. The following chart provides a breakdown of the tutoring locations indicated by the tutors.

Chart 13 Frequency of Type of Tutoring Locations

Category of Response	Percent Frequency (N=87)
Library	37.9%
Community Location	16.0%
Literacy Center	14.9%
Public School	10.3%
Home or Office	9.1%
Church	9.1%
Other	2.2%

Tutor Time Allocation

Tutors were asked to indicate how many hours a week they spent in:

       1) preparing for their tutoring session,
       2) conducting the tutoring session, and
       3) traveling to and from the tutoring session

The following chart presents the average amount of time spent on each of these activities.

Chart 14 Average Time Spent on Tutoring Activities by Agency

Time Allocation	CVAR	CVVP	CCC	LVMC	LVSCC	LVT	YRC	Aggregate Mean
Preparing for tutoring session	1.4	1.25	0.7	1.75		1.8	1.5	1.53 hours
Conducting tutoring session	1.8	3.0	2.55	2.92	No data	2.6	3.4	2.77 hours
Traveling to and from tutoring session	0.7	2.0	1.06	1.22		1.3	0.9	1.11 hours

The majority of tutors are white, married females between the ages of 51 and 65, with at least some type of professional degree or graduate/professional degree. Most of the volunteer tutors travel less than 5 miles from their home or office to the tutoring site. At least 70% of the tutors have had some sort of teaching experience. The tutors learned about the program in two primary ways, either through the newspaper or a referral by someone. Most of the tutoring takes place in a library setting with the other two most common areas being a community location or the literacy center. Tutors spend an average of 5 ½ hours per week preparing, conducting and traveling to and from the tutoring session.

Profile of Best Practices

The following section presents a descriptive analysis of the findings from the tutor survey and administrator survey in selected areas of best practice in adult literacy programs. The best practice statements are adapted from an adult literacy volunteer tutor program evaluation kit developed by the Province of British Columbia, Ministry of Advanced Education and the National

Literacy Secretariat, and the U. S. Department of Education's Division of Adult Education's Quality Standards for Adult Education Programs.

<u>Administration Best Practice:</u>
> *A quality adult literacy program uses paid professional staff and is consistently well managed and run.*

The coordinators/directors were asked to respond to the several items regarding the management of their agencies. The following chart presents the frequency distribution and cumulative percentage of agencies indicating the presence of each program condition contained within the administration best practice category.

Chart 15 Administrator Perception of Presence of Administration Best Practices

Program Status	CVAR	CVVP	CCC	LVMC	LVSCC	LVT	YRC	Aggregate
Paid staffing level is adequate for the program to meet community needs consistent with the program's philosophy statement				X	X			29%
Job descriptions for staff, including volunteer tutors and board members, are available	X	X	X	X	X	X	X	100%
Qualifications for staff, including volunteer tutors, are specified and are appropriate for the education of adults	X	X	X	X	X	X	X	100%
Specific commitments are required of volunteer tutors and learners, and may be formalized in written agreements		X	X	X		X	X	71%
Individual tutor profile and performance records are kept	X	X	X	X		X	X	86%
Individual learner profile and assessment records which show learners' goals, progress and achievements are kept	X	X	X	X	X	X	X	100%
Confidentiality of learner and tutor records is assured	X	X	X	X	X	X	X	100%
Adequate bookkeeping and financial records are maintained	X	X	X	X	X	X	X	100%

The tutors were asked to respond to an item that reflected administration best practices in terms of program environment. The following chart presents the results of the tutor indication of the presence of specific conditions of "administration" within their program environment.

Chart 16 Tutor Perception of Presence of Program Environment Best Practices

Program Environment Condition	CVAR (N=5)	CVVP (N=2)	CCC (N=24)	LVMC (N=33)	LVSCC (N=4)	LVT (N=70)	YRC (N=23)	Aggregate
Orderly, professional-appearing office area	100%	100%	92%	88%	100%	94%	100%	94%
Staff treat tutors and learners in respectful manner	100%	100%	96%	91%	100%	97%	96%	96%
Staff dress in a professional manner	100%	100%	100%	76%	100%	90%	83%	88%
Tutors dress in a professional	100%	100%	88%	61%	100%	77%	83%	77%

manner								
Staff who work in the office perform effectively	100%	100%	88%	76%	100%	91%	87%	88%

Participation Best Practice:

A quality adult literacy program encourages the participation of learners and volunteers in as many different aspects of the program as possible, consistent with its philosophy.

Both tutors and administrators responded to items regarding the level of participation of tutors and learners in the adult literacy program at each agency. The following chart presents the results for the tutors by agency and in the aggregate. Tutors were asked to rate on a scale from 1 to 5 with "1" being *poor* to "5" being *excellent*, their perception of the overall level of tutor participation in their agency's program activities. Percentages in the following chart refer to the percent of tutors responding to the item, indicating the presence of a particular characteristic in their program. The mean rating is included as the last item by agency and in the aggregate.

Chart 17 Tutor Perception of Level of Tutor and Learner Participation

| Participation Item | Tutor Response by Agency | | | | | | | Aggregate |
	CVAR (N=5)	CVVP (N=2)	CCC (N=24)	LVMC (N=33)	LVSCC (N=4)	LVT (N=70)	YRC (N=23)	
Volunteers participate in program planning and review processes	60%	50%	29%	33%	100%	51%	30%	59%
Tutors and other program volunteers are represented on program's Board of Directors or Advisory Committee, if in existence	60%	50%	0	15%	100%	47%	43%	55%
Tutors participate in committee structures, if in existence	20%	0	4%	9%	50%	34%	17%	37%
Tutors and other program volunteers are involved in community awareness activities for the program	40%	50%	29%	33%	100%	59%	43%	69%
Former or current experienced tutors participate in tutor training events as resource people	80%	0	13%	58%	100%	74%	70%	78%
Tutors are involved in other program activities such as recognition and/or social events	80%	0	71%	42%	100%	67%	74%	84%
Tutors are involved in other program activities such as writing and/or producing materials	20%	50%	8%	15%	100%	43%	22%	52%
Tutors are involved in other program activities such as newsletter production	60%	0	4%	12%	50%	39%	22%	49%
Learners are involved in above activities	40%	0	0	6%	50%	21%	9%	33%
Mean Rating of Tutor Participation	3.75	3.0	3.56	3.0	4.0	3.9	3.15	3.56

The following chart presents the responses of the administrators regarding tutor and learner participation at their respective agencies.

Chart 18 Administrator Perceptions of Tutor and Learner Participation

Participation Item	Administrator Response by Agency							Aggregate Percentage
	CVAR	CVVP	CCC	LVMC	LVSCC	LVT	YRC	
Volunteers participate in program planning and review processes	X	X			X	X	X	71%
Tutors and other program volunteers are represented on program's Board of Directors or Advisory Committee, if in existence	X	X		X	X	X	X	86%
Tutors participate in committee structures, if in existence	X	X			X	X	X	71%
Tutors and other program volunteers are involved in community awareness activities for the program	X	X		X	X	X	X	86%
Former or current experienced tutors participate in tutor training events as resource people	X			X	X	X	X	71%
Tutors help plan and participate in other program activities such as tutor and learner recognition events and publishing	X	X			X	X	X	71%
Learners participate in program planning and review processes				X	X		X	43%
Learners are represented on program's Board of Directors or Advisory Committee, if in existence					X		X	29%
Learners participate in committee structures, if in existence	X						X	29%
Learners are involved in community awareness activities for the program	X		X	X	X	X	X	86%
Learners participate in tutor training events as resource people			X	X	X	X	X	71%
Previous and current learners are recruited as tutors or other program volunteers when applicable	X	X	X		X	X	X	86%
Learners help plan and participate in other program activities such as tutor and learner recognition events and publishing	X		X	X	X	X	X	86%

There was a positive significant relationship ($p < 0.005$) between tutor level of participation and the following factors:
- Tutor orientation/training
- Application of education and training in tutoring activities
- Instructional materials
- Tutor support services

In other words, those tutors with higher levels of participation were more likely to apply instructional strategies in their tutoring and use more instructional materials than tutors with lower levels of participation. These tutors were also more likely to be provided with more tutor support services than tutors with lower levels of participation.

Staff Training & Development Best Practice:
> *A quality adult literacy program uses well-trained professional staff that keeps up-to-date with developments in the field.*

Coordinators and directors were asked to respond to the presence of several conditions related to the tutor-trainer/coordinator at their respective agencies. The following chart presents the administrators' perceptions of this best practice statement.

Professional Staff Item	Administrator Response by Agency							
The Tutor-training/ Coordinator at our facility:	CVAR	CVVP	CCC	LVMC	LVSCC	LVT	YRC	Aggregate Percentage
has university level training in the instruction of reading and writing	X		X	X		X		57%
has university level training in adult education						X		14%
has several years of practical experience in these fields	X		X	X	X	X	X	86%
has developed skills and knowledge in volunteer management	X		X	X	X	X	X	86%
pays continuing attention to how learners learn and communicates this knowledge to tutors	X		X	X	X	X		71%
reads relevant journals and new publications	X		X	X	X	X	X	86%
attends professional development events on a regular basis	X		X	X	X	X	X	86%
We have no tutor-trainer/coordinator at our facility		X						14%

The levels of staff training and development were significantly related ($p < 0.0045$) to educational gain and the following factors:
- Number of full-time staff
- Learner assessment
- Instructional Materials

In other words, those agencies providing more staff training and development were more likely to have full-time staff, conduct more learner assessment, and have tutors who utilize more instructional materials.

<u>Tutor Training Best Practice:</u>
A quality adult literacy program offers tutors a comprehensive training program, which is presented using a variety of instructional techniques and group formats.

Tutors were asked to indicate the type of tutor-related courses or training they received in addition to the tutoring training provided by the provider agency. The following chart reflects the additional training received by tutors.

Chart 19 Percent of Tutors Receiving Additional Training

Tutor-Related Course or Training	Tutor Response by Agency							Aggregate Percentage
	CVAR	CVVP	CCC	LVMC	LVSCC	LVT	YRC	
Instruction of reading and writing	20%	0%	21%	24%	0%	20%	26%	21%
Adult Education	0%	0%	8%	24%	50%	16%	22%	17%
Bilingual education	0%	50%	13%	18%	25%	10%	26%	15%
Bilingual assessment	0%	50%	0%	3%	0%	6%	9%	5%
Literacy assessment	20%	0%	0%	24%	0%	6%	17%	11%
Other	0%	0%	4%	6%	25%	16%	30%	14%

Approximately 1/3 of the tutors also indicated additional related degrees and training that they have received. The following chart presents the frequency of comments in the key categories.

Chart 20 Percent of Tutors Indicating Additional Related Degrees and Training

Category of Response	Frequency (N=51)
Educational Degree	35%
Training/Conferences	25%
Educational Courses/Certifications	24%
Instructional Experience	16%

Some tutors indicated additional experience that was related to their current tutoring. The categories of response are presented in the following chart with the percent of tutors indicating some type of experience in the specific category.

Chart 21 Percent of Tutors Indicating Related Tutoring Experience

Category of Response	Frequency (N=79)
Instructional Experience	57%
Tutoring Experience	16%
Other	13%
Educational Degree	4%
Parenting/Home Education	4%
Tutor Training	4%
Educational Program	3%

Both tutors and administrators responded to items regarding the topics or elements that were included in the tutor orientation and/or training program at each agency. The following chart

presents the results for the tutors by agency and in the aggregate. Tutors were asked to rate on a scale from 1 to 5 with "1" being *poor* to "5" being *excellent*, their perception of the overall quality of their training. Percentages in the following chart refer to the percent of tutors responding to the item, indicating the presence of a particular characteristic in their program. The mean rating is included as the last item by agency and in the aggregate.

Chart 22 Tutor Perceptions of Topics in Tutor Orientation and/or Training

Tutor Orientation and/or Training Items	Tutor Response by Agency							Aggregate
	CVAR (N=5)	CVVP (N=2)	CCC (N=24)	LVMC (N=33)	LVSCC (N=4)	LVT (N=70)	YRC (N=23)	
History of and need for the local program	100%	0%	92%	97%	100%	97%	87%	93.8%
The literacy situation elsewhere (county, state, national, etc.)	40%	50%	79%	82%	100%	73%	74%	75.2%
Definitions of literacy	80%	0%	92%	88%	100%	87%	87%	87.0%
Program's philosophy or mission statement	100%	100%	96%	97%	100%	90%	87%	92.5%
Program's goals for current year	20%	0%	79%	73%	100%	69%	65%	68.9%
Program's expectations of volunteer tutors	100%	50%	92%	100%	100%	94%	91%	94.4%
Available resources and support services	80%	50%	96%	97%	100%	96%	96%	95.0%
Characteristics of adult learners	100%	50%	96%	97%	100%	84%	87%	89.4%
How adults learn	80%	50%	96%	94%	100%	80%	87%	86.3%
Ethics of the tutoring relationship	100%	50%	88%	97%	100%	81%	87%	87.0%
Current knowledge about reading and writing processes based on research literature and practice	40%	50%	88%	88%	100%	70%	70%	75.8%
Use of different instructional strategies and techniques related to adult differences in needs, experience, interests and learning styles	100%	50%	96%	100%	100%	89%	83%	91.3%
How to plan tutoring services	80%	50%	96%	97%	100%	86%	91%	90.1%
How to check on learners' progress and evaluate learning	80%	0%	92%	88%	100%	69%	70%	76.4%
How to use and/or create instructional materials or other materials (e.g. learners' writing)	100%	50%	96%	88%	100%	79%	78%	83.9%
Supervised initial tutoring experiences	0%	0%	25%	21%	100%	20%	30%	23.6%
Training presented using a variety of techniques and formats which encourage active participation of tutors	60%	100%	75%	76%	100%	79%	57%	74.5%
Other	0%	0%	13%	9%	25%	9%	13%	9.9%
No tutor or orientation and/or training was provided	0%	0%	4%	3%	0%	3%	0%	2.5%

Mean Rating of Tutor Orientation and/or Training	4.4	3.5	4.58	4.15	4.0	4.2	4.0	4.22

There were statistically significant differences ($p < 0.005$) between the level of tutor training and orientation and four factors, including:

- Application of education and training in tutoring activities
- Rating of instructional materials
- Tutor support services
- Participation levels for tutors

In other words, tutors who received more training also tended to apply their education and training in their tutoring activities, rated instructional materials higher, had more access to tutor support services, and had higher participation levels than those tutors who received less training.

The following chart presents the responses of the administrators for topics or elements included in tutor orientation and/or training programs at each agency.

Chart 23 Frequency and Percent of Topics Included in Tutor Training by Agency

Participation Item	Tutor Response by Agency							Aggregate
	CVAR	CVVP	CCC	LVMC	LVSCC	LVT	YRC	
History of and need for the local program	X	X	X	X	X	X	X	100%
The literacy situation elsewhere	X	X	X	X	X	X	X	100%
Definitions of literacy	X	X	X	X	X	X	X	100%
Program's philosophy or mission statement	X	X	X	X	X	X	X	100%
Program's goals for current year	X	X		X		X	X	71%
Program's expectations of volunteer tutors	X	X	X	X	X	X	X	100%
Available resources and support services	X	X	X	X		X	X	86%
Characteristics of adult learners	X	X	X	X	X	X	X	100%
How adults learn	X	X	X	X	X	X	X	100%
Ethics of the tutoring relationship	X	X	X	X	X	X	X	100%
Current knowledge about reading and writing processes based on research literature and practice	X		X	X	X	X	X	86%
Use of different instructional strategies and techniques	X	X	X	X	X	X	X	100%
How to plan tutoring services	X	X	X	X	X	X	X	100%
How to check on learners' progress and evaluate learning	X	X	X	X	X	X	X	100%
How to use and/or create instructional materials or other materials	X	X	X	X	X	X	X	100%
Supervised initial tutoring experiences	X	X			X	X	X	71%

Use of a variety of techniques and formats which encourage active participation of tutors	X	X	X	X	X	X	X	100%

A comparison of the tutor aggregate responses and the administrator aggregate responses indicates that tutors have a lower perception of the number and type of topics included in their tutor training than do the administrators of the agencies.

Volunteer Tutor Support Best Practice:

A quality adult literacy program uses a variety of flexible, learner-centered assessment procedures when learners enter the program, while they are being tutored and when they leave the program.

Both tutors and administrators responded to items regarding the support services for volunteer tutors at each agency. The following chart presents the results for the tutors by agency and in the aggregate. Tutors were asked to rate on a scale from 1 to 5 with "1" being *poor* to "5" being *excellent*, their perception of the overall quality of tutor support services. Percentages in the following chart refer to the percent of tutors responding to the item, indicating the presence of a particular characteristic in their program. The mean rating is included as the last item by agency and in the aggregate.

Chart 24 Tutor Perceptions of Support Services for Volunteer Tutors

Participation Item	Tutor Response by Agency							
	CVAR (N=5)	CVVP (N=2)	CCC (N=24)	LVMC (N=33)	LVSCC (N=4)	LVT (N=70)	YRC (N=23)	Aggregate
Initial interview with program coordinator	100%	83%	83%	24%	100%	56%	78%	59.6%
Orientation to program	80%	96%	96%	88%	100%	89%	83%	88.2%
Initial training period	60%	83%	83%	94%	100%	81%	78%	82.6%
In-service training events – essential	60%	42%	42%	21%	100%	70%	48%	52.8%
In-service training events – optional	20%	17%	17%	58%	100%	74%	65%	59.0%
Ongoing support and monitoring provided by program staff	100%	88%	88%	91%	100%	73%	61%	78.9%
Available supplies and instructional materials	100%	100%	100%	91%	100%	91%	91%	92.5%
Website containing useful information	0%	17%	17%	79%	75%	36%	4%	36.6%
Resource center of materials and journals for tutors to browse and or borrow	100%	79%	79%	97%	100%	94%	91%	91.9%
Recognition events for tutors	100%	75%	75%	82%	100%	84%	78%	81.4%
Newsletters for tutors	80%	46%	46%	94%	75%	96%	74%	82.6%
Other networking activities – "buddy system" e.g. pairing of experienced and inexperienced tutors or pairing of new tutors	40%	4%	4%	12%	100%	29%	4%	19.9%
Financial help, if required, for transportation	0%	0%	0%	3%	25%	1%	9%	3.7%
Financial help, if required, for babysitting or child care	0%	0%	0%	3%	0%	0%	4%	1.2%

Mean Rating of Tutor Support Services	4.0	3.5	4.3	3.6	4.0	4.2	3.7	4.0

There was a positive significant relationship ($p < 0.005$) between the level of tutor support services and the following factors:
- Tutor orientation/training
- Application of education and training in tutoring activities
- Rating of instructional materials
- Learner assessment activities
- Participation levels for tutors

In other words, tutors indicating high levels of tutor support were also tutors who participated in tutor orientation/training, used instructional strategies in their tutoring, made frequent use of instructional materials, conducted learner assessment activities, and had high levels of participation in the provider agency.

The following chart presents the responses of the administrators for the types of Tutor Support Services at each agency.

Chart 25 Administrator Perceptions of Support Services for Volunteer Tutors

Tutor Support Services	Tutor Response by Agency							Aggregate
	CVAR	CVVP	CCC	LVMC	LVSCC	LVT	YRC	
Initial interview with program coordinator	X	X	X		X	X	X	86%
Orientation to program	X	X	X	X	X	X	X	100%
Initial training period	X		X	X	X	X	X	86%
Compatible matching with learner(s)	X	X	X	X	X	X	X	100%
In-service training events	X	X	X	X	X	X	X	86%
Ongoing monitoring of progress of tutor-learner pair, especially in early stages	X	X	X	X	X	X	X	100%
Available supplies and instructional materials	X	X	X	X	X	X	X	100%
Newsletters for tutors	X		X	X		X	X	71%
Resource center of materials and journals for tutors to browse and or borrow	X	X	X	X	X	X	X	100%
Recognition events for tutors	X		X	X	X	X	X	86%
Regular contact with volunteers waiting to be matched with a learner	X	X	X	X	X	X	X	100%
Other networking activities – "buddy system", meetings, etc.	X		X	X	X	X	X	86%

Learner Assessment Best Practice:

A quality adult literacy program uses a variety of flexible, learner-centered assessment procedures when learners enter the program, while they are being tutored and when they leave the program.

Administrators were asked to respond to several survey items regarding learner assessment. The following chart presents the aggregate results for the provider agencies.

Chart 26 Administrator Perceptions of Learner Assessment Activities

Learner Assessment Item	Percentage
A program staff person conducts an initial interview and orientation session with potential learner.	100%
A program staff person identifies any special learning needs among potential learners.	100%
A program staff person makes any necessary referrals to other programs and/or agencies.	100%
A program staff person considers initial assessment results when selecting a tutor for the learner.	100%
Learners are involved in assessing their own needs.	100%
Learners are involved in setting their own learning goals and objectives.	100%
Learners are involved in designing assessment procedures.	14%
While learners are in the program progress and achievement checks related to learners' goals and objectives are built into the tutoring sessions.	86%
While learners are in the program new goals and objectives may be defined as former ones are attained.	100%
While learners are in the program if progress is not being made, referrals may be made to learning specialists.	71%
When learners leave the program assessment is based on the attainment of learner-stated goals.	86%
When learners leave the program assessment is also based on learners' progress and changes in other areas such as self-esteem, body language, new uses of literacy, social achievements.	57%
When learners leave the program assessment may also be based on testing procedures required by the program in specific content or skill areas.	100%

There was a positive significant relationship ($p < 0.005$) between the level of learner assessment and the following factors:

- Instructional Materials
- Tutor support services
- Level of tutor participation
- Number of learners per tutor

In other words, the higher the level of learner assessment activities, the higher the level of instructional materials, tutor support services, level of tutor participation, and number of learners per tutor.

There was a negative relationship ($p < 0.005$) between learner assessment and educational gain. A possible explanation for this relationship could be that those agencies with lower educational gain might be engaging in more frequent learner assessment activities than those agencies with higher educational gains.

Administrators also responded to the types of learner support services provided at each agency. The following chart presents a breakdown of learner support services by agency.

Chart 27 Administrator Perceptions of Support Services for Learners

Learner Support Services	Tutor Response by Agency							Aggregate
	CVAR	CVVP	CCC	LVMC	LVSCC	LVT	YRC	
Information about counseling and referral services	X	X	X	X	X	X	X	100%
Information about financial services	X	X	X	X	X	X		86%
Supplies and resource materials made available	X	X	X	X	X	X	X	100%
Regular follow-up during tutoring period especially in first few weeks or months and for "no-shows"	X	X	X	X	X	X	X	100%
Provision of opportunities for learner networking	X	X			X	X		57%
Publication of learners' writing	X	X			X	X		43%
Involvement of former learners to assist current leaders		X			X	X		43%
Access to a school or local library	X	X	X		X	X	X	86%
Access to the Internet	X	X	X	X	X	X	X	100%
Access to organized reading clubs or groups			X					14%

There was a significant positive relationship between the presence of learner support services and educational gain as well as the following factors:
- Learner assessment
- Instructional Materials
- Tutor support services
- Level of tutor participation

Agencies reporting high levels of learner support services also had more learner assessment activities, more instructional materials, more tutor support services, and higher levels of tutor participation.

There was a significant negative relationship between learner support services and educational gain. This seems to indicate that agencies are more likely to provide increased learner support services when there is lower educational gain among the learners. As learning increases (high educational gain) then there is less need for learner support services.

Instructional Strategies Best Practices:

A quality adult literacy program uses instructional strategies, which help adult learners progress towards their learning goals.

Tutors were asked to indicate the ways that they deliver their individual tutoring programs. The following chart presents the results for the tutors by agency and in the aggregate. Tutors were asked to rate on a scale from 1 to 5 with "1" being *poor* to "5" being *excellent*, their perception of their individual application of education and training they received in relation to the list of instructional strategies. Percentages in the following chart refer to the percent of tutors responding to the item, indicating the presence of a particular characteristic in their program. The mean rating is included as the last item by agency and in the aggregate.

Chart 28 Tutor Perception of Instructional Strategies Used in Tutoring Program

Instructional Strategy	Tutor Response by Agency							Aggregate
	CVAR (N=5)	CVVP (N=2)	CCC (N=24)	LVMC (N=33)	LVSCC (N=4)	LVT (N=70)	YRC (N=23)	
Include learner's initial assessment results in planning learner's program	100%	100%	88%	82%	100%	74%	83%	81%
Learner participates in setting objectives for sessions	60%	50%	92%	73%	75%	77%	87%	79%
Tutoring session planned with primary attention to learner's needs and learning style	100%	100%	96%	94%	100%	94%	87%	94%
Tutoring session takes into account learner's interests when planning lesson and selecting materials	80%	100%	92%	91%	100%	94%	91%	93%
Learner's prior knowledge and experience built upon in tutoring sessions	80%	50%	100%	94%	50%	91%	83%	90%
Progress and achievement checks built into sessions	60%	100%	83%	79%	100%	57%	61%	68%
Achievements of learner are applauded	100%	100%	92%	97%	100%	94%	96%	95%
Opportunities for discussion and critical thinking are encouraged whenever possible	80%	100%	100%	94%	100%	89%	91%	92%
Learner's creative writing is encouraged where possible	80%	100%	92%	76%	100%	69%	83%	77%
Clear records are kept on learner's progress	40%	100%	67%	61%	75%	71%	87%	70%
Referral can be made to learning specialist if progress not being made in relation to goal achievement	60%	0%	71%	48%	100%	24%	48%	42%
Mean Rating of Instructional Strategies	3.8	4.0	4.1	3.8	3.5	3.9	3.7	3.95

There were positive significant relationships (p <0.005) between tutor application of instructional strategies and the following factors:
- Tutor orientation/training
- Instructional Materials
- Tutor support services
- Level of tutor participation

Tutors engaged in high levels of instructional strategy application in their tutoring activities were also more likely to have higher levels of training, make more use of instructional materials, have access to more tutor support services, and have higher levels of participation in the agency.

Materials Best Practices:

A quality adult literacy program uses a wide variety of instructional materials appropriate for adults, consistent with the program's philosophy, as well as a wide variety of supplementary support and resource materials.

Tutors were asked to indicate their use of instructional materials and the availability of a wide variety of support and resource materials. The following chart presents the results for the tutors by agency and in the aggregate. Tutors were asked to rate the overall quality of the materials available in their program on a scale from 1 to 5 with "1" being *poor* to "5" being *excellent.* . Percentages in the following chart refer to the percent of tutors responding to the item, indicating the presence of a particular characteristic in their program. The mean rating is included as the last item by agency and in the aggregate.

Chart 29 Tutor Use and Perception of Availability of Instructional Materials

Instructional Material	Tutor Response by Agency							
	CVAR (N=5)	CVVP (N=2)	CCC (N=24)	LVMC (N=33)	LVSCC (N=4)	LVT (N=70)	YRC (N=23)	Aggregate
There is a library of materials for tutors to use	100%	100%	96%	88%	100%	99%	100%	96.3%
There is a website offering materials for tutors to use	0%	0%	17%	61%	50%	40%	22%	36.6%
Instructional materials are right for adults	100%	50%	96%	76%	100%	94%	96%	90.7%
The organization's learning area is professional in nature	100%	100%	96%	79%	100%	90%	83%	88.2%
A wide variety of "real life" instructional materials is used	100%	50%	83%	76%	100%	90%	65%	82.6%
Materials are adult-oriented and interesting to students	80%	50%	92%	67%	100%	80%	83%	78.9%
Materials are free of bias for gender, age, race/ethnic	60%	50%	75%	58%	50%	77%	57%	68.8%
Culturally relevant content is adequately represented	60%	50%	96%	73%	100%	96%	83%	87.6%
Materials are appropriate to language level of learners	60%	50%	92%	52%	100%	79%	78%	74.5%
Materials encourage meaningful discussion and critical thinking	60%	50%	96%	58%	100%	79%	61%	73.9%
Materials are up-to-date	60%	50%	100%	67%	100%	93%	83%	85.7%
Materials are easy to use	80%	0%	92%	55%	75%	80%	65%	73.3%
Materials are attractive	20%	0%	13%	15%	25%	21%	9%	16.8%
Program generates its own materials that are learner produced	60%	0%	25%	48%	50%	54%	39%	46.0%
Program generates its own materials tutor-produced	40%	0%	67%	39%	50%	41%	13%	4.04%
A wide variety of supplementary materials is available:								
newspapers	40%	0%	75%	42%	75%	46%	22%	46.0%
magazines	60%	0%	83%	52%	75%	73%	65%	67.7%
books	60%	0%	46%	24%	75%	54%	48%	46.0%
audio-visual resources	100%	100%	96%	88%	100%	99%	100%	24.8%
web-based	0%	0%	17%	61%	50%	40%	22%	17.4%
Mean Rating of Instructional Materials	3.8	4.0	4.4	3.5	4.5	4.1	3.5	3.95

Results of ANOVA indicate that tutors from City of Chandler/Core program rated quality and availability of materials significantly higher than tutors from Literacy Volunteers of Maricopa County and Yuma Reading Council (F [6, 144] = 5.67, p <0.005.) In addition there were

significant positive relationships ($p < 0.005$) across all agencies between tutor rating of instructional materials and the following factors:

- Tutor orientation/training
- Learner assessment
- Application of education and training in tutoring activities
- Tutor support services
- Level of tutor participation

In other words, tutors rating use of and access to instructional materials high were more likely to have high levels of tutor training, conduct learner assessment, engage in more applications of instructional strategies in their tutoring activities, have greater access to tutor support services, and have higher levels of participation at the agency.

Report Item #3: Findings from Tutor Interviews

Twelve different interviews were conducted with volunteer tutors representing six of the seven agencies included in this study. During agency director/coordinator interviews, all executives were asked to recommend two individual tutors whom they believed could provide useful input about the tutoring program. In some instances, suggested tutors represented one experienced and one less experienced tutor, in an effort to provide a range of input. Six of the agency directors/coordinators provided names, and Sheila Murphy Associates staff contacted each of the twelve individuals, and arranged time for an interview. The average length of the interviews was 30 minutes, with a range of 15 minutes to 50 minutes. The classification of interview responses was performed independently of the quantitative analysis of survey data. The two were then examined in combination, to ensure an accurate and complete interpretation of results.

Responses to each of the questions are categorized according to actual answers received. "Category of Response" indicates the classification assigned to each of the common clusters of answers. "Frequency" indicates the number of different responses provided within this category by interviewees. The specific comments for each response category are included in Appendix 1.

Question 1: What has been most helpful to you so far in your performance of tutoring responsibilities? (specific types of support received from the provider, training, materials, coaching, etc.)

Chart 30 Categorization and Frequency of Response: Question 1

Category of Response	Frequency (N=34)
Library/Learning Materials	24%
Training	21%
Staff Support/Structure	15%
Recognizing and Addressing Student Needs	9%
Director	9%
Team/Tutor Interaction with Staff	6%
Personal Resource Collection	6%
Accessibility	6%
Interaction with Students	6%

Responses to Question #1 indicated that Library/Resource Materials, Training, and Staff/Support Structure represented the most frequently cited categories, with notice given as well to Recognition of Student Needs, and Director. The top three responses are directly related to job performance. Tutors' responses were consistently job-focused, and identified optimal means of facilitating ongoing performance.

Question 2: What, if any, additional resources do you believe would be most useful in assisting you to provide the highest quality of tutoring services possible? (Training, materials, tutor support, etc.)

Chart 31 Categorization and Frequency of Response: Question 2

Category of Response	Frequency (N=26)
Needs Assessment	19%
Resource Library	19%
Workshops	12%
None Needed	12%
Programs for Computer Lab	8%
Staff	8%
Testing	8%
General	4%
Tutor Trainers	4%
Accessibility for Handicapped Tutors/Student	4%
Uncertain	4%

The top three responses to Question #2 related to Needs Assessment, Resource Library, Workshops, with as many comments (3) indicating "None Needed" as the number who sought workshops. The greatest number of comments related to refinement of the means for discerning and responding to students' individual needs, resource library enhancement, and workshops to strengthen job performance by tutors.

Question 3: To what extent do you feel that it is important for tutors to participate in program activities such as serving on committees, producing teaching materials, participating in program planning and review processes?

Chart 32 Categorization and Frequency of Response: Question 3

Category of Response	Frequency
Yes, Important	50%
No, Not Important	19%
In-service Need and Program Suggestions	19%
Need for Tutor Input	13%

Question #3 revealed a difference of perspective among tutors relative to tutors' involvement in program-related activities of the Agency. The majority of tutors indicated that it is important to have tutors perform program-related roles. Some of the tutors interviewed indicated a qualified "yes" response, indicating that tutors should have the option of being involved at this level. Still other tutors interviewed, 3 of 12, indicated that it was not important to have tutors perform these roles. Some of the individuals interviewed indicated a need for particular in-service training, while others suggested that tutor input is valuable to the program.

It is clear from the responses offered to Question #3 that tutors perceive two mutually important features of tutor participation in program activities: benefits to the tutors, in gaining increasing levels of program knowledge; and program enhancement, in ensuring maximum responsiveness and real-world focus in tutor-led adult-focused learning programs.

Question 4: To what extent do you feel that it is important for learners to participate in program activities such as serving on committees, participating in tutor training events as resource people, participating in program planning and review processes?

Chart 33 Categorization and Frequency of Response: Question 4

Category of Response	Frequency (N=18)
Yes, Important	28%
Importance of Student Input	22%
No, Not Important	11%
Approaches for Involvement	11%
Uncertain	6%
Program Support Provided	6%
Program Identity	6%
Student Networking Opportunities	6%
Learning Gains	6%

Tutors interviewed indicated a difference of perspective relative to having students participate in program-related activities. While some tutors indicated that student participation is important, others indicated that there is a greater priority in having students learn. Other interviewees stated that student input was valuable, but that students were unlikely to have sufficient time beyond that required for learning sessions. A range of ideas emerged based upon this question, ranging from program support provided to a specification of the level of learners who typically come to the program.

Question 5: To what extent do you feel that it is important to have networking activities available to volunteer tutors, such as a buddy system for pairing new or inexperienced tutors with experienced tutors; or sharing of experiences, tutoring strategies, etc.

Chart 34 Categorization and Frequency of Response: Question 5

Category of Response	Frequency (N=17)
Yes, Important	59%
Specific Support Needed	24%
No, Not Important	6%
Qualified Support for Concept	6%
Need Additional Tutors	6%

The majority of tutors interviewed indicated that networking activities have a high degree of importance. Only one tutor indicated that such activities are not important. Another tutor referenced the variation among tutors in terms of their preference for networking and related activities.

Question 6: What one thing do you feel needs to be changed in the volunteer tutoring program to improve or increase the adult learner's educational gain?

Chart 35 Categorization and Frequency of Response: Question 6

Category of Response	Frequency (N=20)
Additional Volunteer Tutors	20%
Enhancing Tutor Performance/Tutor Support	20%
Unknown	15%
Hours per Week	10%
Educational Gain	5%
Tutor Involvement in Agency Program	5%
Testing Practices	5%
Student Support Practices	5%
Realistic Expectations Regarding Tutor Practices	5%
Funding Resource	5%
Student Learning of the Basics	5%

The most frequent responses to Question #6 related to recruiting of new tutors, and enhancing tutor performance and improving the level of support provided them. A variety of suggestions emerged, ranging from student support practices to realistic expectations regarding tutor practices.

Additional Input Provided by Tutors Interviewed

During the interviews with tutors, several perspectives emerged that were not directly associated with the specific questions posed. These are categorized below. The most frequently cited topic was that of State standards. Closely related were ideas related to student learning and testing, followed by affirmations of the program's value, the need for publicity, and specific viewpoints related to the learners and learning methods employed within the program.

Chart 36 Categorization and Frequency of Additional Comments by Tutors

Category of Response	Frequency (N=16)	Specific Comments
State Standards	25%	- The State wants to see students advance faster than the students are capable of doing. Some students can only commit to 1.5 hours per week. - Test results are not so high with one-on-one tutoring. This may be due to the insufficient number of hours. - Requiring four hours per week as a minimum commitment is important. - Tracking student performance is cumbersome for tutors.
Students' Needs and Testing Focus	13%	- Speaking and understanding are most important for ESOL, but what is principally tested are reading and writing skills. We focus on what participants want and need to learn (grocery store, doctor, answering the telephone, and related processes) - I try to get students to write.
Need for Enhanced Publicity	13%	- The program, its accomplishments, and availability need to be more widely publicized throughout the community. Even people who are part of the program do not know how our programs are connected. - Targeting retirees to serve the role of tutor is ideal. More of this should be done.

Category of Response	Frequency (N=16)	Specific Comments
Support of Program Value	13%	- I strongly believe in the one-on-one tutor program. The formal one-on-one experience is rich on both sides. It is a personal experience - I am impressed with the quality of tutors who choose to offer their time.
Board and Staff Commitment	13%	- Board of directors members go to speak at service organization functions. - There is a devoted staff at the agency. There is much work such as testing, phone calling that the staff performs very helpfully.
Involvement in Program Before Retirement, Then Continuing	6%	- I became involved with tutoring before retirement from the school system (reading teacher at high school level)
Family Situation of Learners	6%	- Low educational and socioeconomic level of Mexican citizens in comparison to people from other nations provides particular challenges. - Low participation level of families in children's lives, often due to poverty and low education, makes some children vulnerable to gangs. Respect issue is related to parents' non-participation, such that belonging to a gang provides perceived support among youth.
Group Conversational Method	6%	- Conversation hour is structured around a certain topic, and the group moves from there.
Director	6%	- Best feature of the program is the director. Her skill keeps it going.

Report Item #4: Findings from Administrator Interviews

Seven different interviews were conducted with agency directors/coordinators, representing all of the seven agencies included in this study. All interviewees were asked eight questions designed to gather supplemental input following administration of the Director/Coordinator surveys. The average length of the interviews was 37 minutes, with a range of 15 – 50 minutes. The classification of interview responses was performed independently of the quantitative analysis of survey data. The two were then examined in combination, to ensure an accurate and complete interpretation of results.

Responses to each of the questions are categorized according to actual answers received. "Category of Response" indicates the classification assigned to each of the common clusters of answers. "Frequency" indicates the number of different responses provided within this category by interviewees. The specific comments for each response category are included in Appendix 2.

Question 1: In your view, what are the most critical variables (elements) associated with tutoring effectiveness in your organization?

Chart 37 Categorization and Frequency of Administrator Response: Question 1

Category of Response	Frequency (N=9)
Student Participation	35%
Tutor Training	20%
Recruiting and Retaining Qualified Tutors in Sufficient Number	15%
Organizational Capacity	10%
Tutor Management	10%
Input Regarding Students' Gaining Employment	5%
Student Retention	5%

The most frequent responses to this question emphasized student participation, notably hours invested in the learning process;, working with instructors; tutor training; and recruitment of sufficient numbers of tutors to serve demand levels in the community. Other responses related to sufficiency of organizational capacity, tutor management, communication with students, and student retention.

Question 2: What are the weak points of volunteer tutoring in your organization?

Chart 38 Categorization and Frequency of Administrator Response: Question 2

Category of Response	Frequency (N=19)
Tutor Management/Staffing	32%
Tutor Application of Program	26%
Tutor Recruitment	16%
Systematizing the Agency	11%
Personal Challenges of Students	5%
Scheduling	5%
Fundraising	5%

Coordinators cited three major areas of weakness in the tutoring program, including tutor management/staffing, tutor application of the program, and tutor recruitment. Closely related to these management-related areas was systematizing the agency to meet the needs of a growing

community. Other responses were associated with maintaining the program through fundraising, as well as addressing the scheduling and personal challenges associated with provision of the tutoring service for adult students.

Question 3: In your view, what are the strong points of volunteer tutoring in your organization?

Chart 39 Categorization and Frequency of Administrator Response: Question 3

Category of Response	Frequency (N=26)
Students' Individual Needs Met	19%
Tutor Commitment	15%
Tutor Training and Curriculum	12%
Goal-Directedness	8%
Accessibility of Tutoring	8%
Staff Support	8%
Community Resource	8%
Focused, In-Depth Instruction	4%
Student Commitment	4%
Tutor Recognition	4%
Follow Up	4%
Relationship Building	4%
Tutor Qualifications	4%

The top three responses to this question concerning program strengths included meeting students' individual needs, tutor commitment, and tutor training. Other responses referenced a combination of commitment- and support-related features associated with students, staff and tutors.

Question 4: To what extent do you feel that it is important for tutors to participate in program activities such as serving on committees, producing teaching materials, participating in program planning and review processes?

Chart 40 Categorization and Frequency of Administrator Response: Question 4

Category of Response	Frequency (N=19)
Yes, Important	21%
Importance of Tutor Input	21%
Not Important/Not Feasible	16%
Board Members	16%
Challenges Experienced with Tutor Involvement	16%
Primary Focus: Learning Time	11%

Responses to Question #4 revealed a difference of perspective among coordinators interviewed, with the majority favoring tutor involvement. Some coordinators emphasized the lack of differentiation between volunteer tutors and paid staff in terms of qualification and contribution to the program. Other interviewees emphasized the importance of gaining tutor input, regardless of tutors' extracurricular involvement in the structural aspects of the program. The minority perspective on this issue indicated a strong belief in placing primary emphasis on tutoring, spending time with students, rather than fragmenting volunteer tutors' time with additional activities having less direct impact on the attainment of program goals.

Question 5: To what extent do you feel that it is important for learners to participate in program activities such as serving on committees, participating in tutor training events as resource people, participating in program planning and review processes?

Chart 41 Categorization and Frequency of Administrator Response: Question 5

Category of Response	Frequency (N=21)
No, Not Important/Not Feasible or Appropriate	24%
Nature of Student Participation Needs	19%
Program Accessibility and Responsiveness to Community	14%
Yes, Important	14%
Value of Student Input/Feedback	14%
Program Identity	10%
Student Assistance in Fundraising	5%

The top three responses given to this question by interviewees included an indication that student involvement in support and other activities was not important to the program; followed by specification of the nature of student involvement; and a statement of the importance of responsiveness to the community. There was a presumptive link between student involvement and responsiveness and accessibility to the community. Other responses included the assertion of the importance of program involvement by students, the value of student feedback, the absence of program identity in some situations, and the relationship of student participation to that identity, as well as to fundraising.

Question 6: To what extent do you feel that it is important to have networking activities available to volunteer tutors, such as a buddy system for pairing new or inexperienced tutors with experienced tutors; or sharing of experiences, tutoring strategies, etc.?

Chart 42 Categorization and Frequency of Administrator Response: Question 6

Category of Response	Frequency (N=12)
Nature of Activities	50%
Yes, Important	25%
Open to Having Activities/Not Presently Being Done	17%
No, Not Important	8%

The majority of specific responses to this question were classified under the category "Nature of Activities," based upon the number of coordinators who offered examples of activity types either currently used or planned at their agencies. Other responses asserted the importance of networking activities, obstacles to providing them, and an assertion against their inclusion in programs.

Question 7: What specific actions has your organization taken to strengthen learning results associated with tutoring? How effective have these been?

Chart 43 Categorization and Frequency of Administrator Response: Question 7

Category of Response	Frequency (N=30)
Educational Focus/Approach	20%
Laboratory/Conversation Sessions	17%
Tutor Training	17%
Student Testing	13%
Scheduling and Reporting	10%
Staff Support	10%
Partnerships with Community Agencies	7%
Follow Up with Students	7%

Most frequently cited responses to this question were associated with educational focus/approach; laboratory and conversation sessions; and tutor training. These categories of response were followed by a variety of answers that included student testing and organizational- and staff-support-related initiatives.

Question 8: Do you believe adult learners taught by volunteers can achieve the rigorous outcomes required by funding legislation?

Chart 44 Categorization and Frequency of Administrator Response: Question 8

Category of Response	Frequency (N=16)
Yes	38%
Qualified Response / Recommended Program Adjustments	31%
Staff Support	19%
No	6%
Examples of Potential for Learning	6%

The majority perspective indicated that coordinators generally believe that volunteer tutors possess the capability to facilitate student learning at a level that meets state standards. Volunteer tutor qualifications were cited as strong. The minority opinion indicated that students who are served by the agency are not likely to move 2.3 grade levels in a year. Many respondents questioned the time restrictions incorporated into standards. Respondents accordingly indicated that adjustments would prove fruitful and would provide a more accurate measure of accomplishment. Among the observations made was one that emphasized the substantial support required of a volunteer program. Such a program is "not free," but requires paid staff to organize, recruit volunteer tutors, and support those tutors in their educational goals.

Report Item #5: Findings from Path Analysis

The Path Analysis procedure was presented briefly under the Evaluation Methodology section. Path analysis was developed as a way of analyzing the direct *and* indirect effects of variables hypothesized as causal. Path analysis enables the evaluator to test an explicit hypothesis of cause and effect. In addition, it produces a clear and explicit result of the strengths of the mathematical relationship contained within the model. The model presented in the path diagram on page 39 illustrates the causal relationships among the independent and dependent variables.

The primary questions of the Volunteer Tutor Evaluation Study are:
1. Can learners taught by volunteer tutors achieve the rigorous outcomes required by funding legislation?
2. If learners taught by volunteer tutors can achieve specified outcomes, what conditions are needed to produce these outcomes?

Although the evaluation team was unable to use individual student data to address these questions during this current study, the dependent variable, educational gain, was used to develop a model to study predictors of learning gain among adult learners. A conceptual framework for studying the Volunteer Tutor programs at seven provider agencies was developed by the evaluation team and included the following assumptions:

- Environmental characteristics including specific program demographics and best practices in administration, staff training and development can impact on educational gain among adult learners.
- Tutor characteristics including specific demographic variables, tutoring training and level of tutor support are related to the amount of time invested in preparation and implementation of tutoring activities.
- Tutor characteristics including specific demographic variables, tutoring training and level of tutor support are related to tutor application of instructional strategies to help adult learners progress towards their learning goals.
- Tutor characteristics including specific demographic variables, tutoring training and level of tutor support are related to tutor use of a wide variety of instructional materials appropriate for adults and consistent with the program's philosophy.
- Tutor characteristics including specific demographic variables, tutoring training and level of tutor support are related to educational gain.
- Learner Assessment procedures are related to tutor application of instructional strategies, use of variety of instructional materials, and tutor time invested in preparation of tutoring sessions.
- Best practice areas are related to educational gains in adult learners.

In the path model, the evaluation team is theorizing that certain program and tutor factors are related to best practice areas such as tutor training, tutor support services, learner assessment, application of instructional strategies, tutor and learner participation, staff training and development, <u>and</u> that these variables are associated with educational gains.

Independent Variables
The independent variables were classified through a factor analysis procedure. There are seven independent variables related to best practice areas examined in the path analysis: (1)

environment characteristics, (2) tutor characteristics, (3) tutor training, (4) learner assessment, (5) instructional strategies, (6) instructional materials, and (7) time invested in tutoring activities.

Staffing Characteristics is based on survey items that ask administrators and tutors to indicate the number of full and part-time staff.

Climate is based on tutor perception of the factors that contribute to the program environment.

Tutor Characteristics #1 is based on survey items related to tutor education background, orientation and training, and number of sessions taught by tutor.

Tutor Characteristics #2 is based on survey items related to tutor support components, tutor perception of tutor support, and level of tutor participation.

Learner Assessment and Learner Support are based on items specifically related to learner-centered assessment procedures when learners enter the program, while they are being tutored and when they leave the program. This factor also includes level of learner support provided by the agency.

Instructional Strategies is based on survey items related to the application of various strategies, which help adult learners progress towards their learning goals.

Instructional Materials was based on survey items reflecting the use of program materials appropriate for adults and consistent with the program philosophy, as well as a wide variety of supplementary support and resource materials.
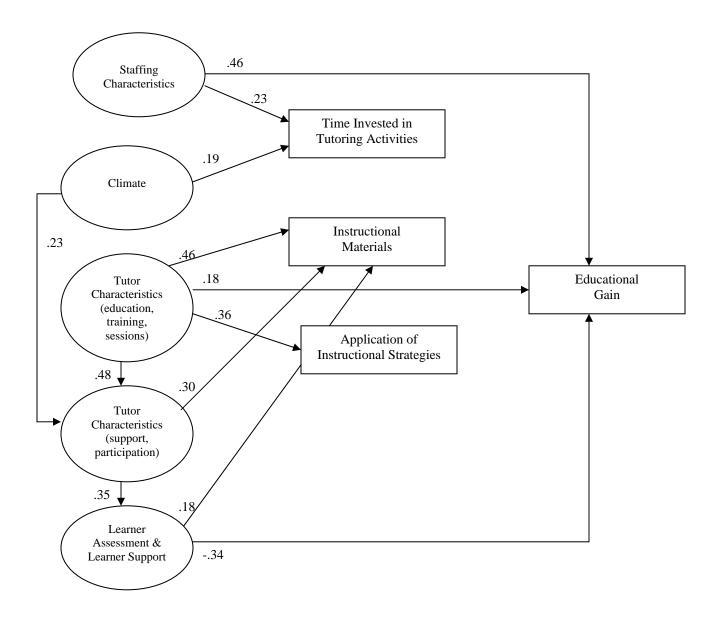
Time invested in Tutoring Activities was based on survey items related to hours spent in preparation for tutoring session, hour spent in tutoring, and hours spent in traveling.

Dependent Variable

The dependent variable used in the model was educational gain. The principal criterion used for evaluating is the educational/learning gains of the adult learners served. The State-negotiated level for Arizona in Fiscal Year 2003 was 40%. This can be interpreted to mean that 40% of the learners enrolled in Adult Education would advance at least one educational level (translating to approximately 2.3 grade levels as used in the K-12 educational system). The ADE and local providers are held to this same performance requirement.

Path Analysis Results

The path model developed for this study yielded the statement: "no special problems were encountered during optimization," indicating that the EQS analysis of this path model generated reliable output. It was also determined that the data were normally distributed. As previously mentioned, there are several indicators that show that the model works well statistically.

Staffing Characteristics — .46

.23

Climate — .19

Time Invested in Tutoring Activities

.23

Tutor Characteristics (education, training, sessions) — .46

.18

.36

Instructional Materials

Application of Instructional Strategies

Educational Gain

.48

.30

Tutor Characteristics (support, participation)

.35

.18

Learner Assessment & Learner Support

-.34

The diagram that appears above depicts the final path model. The path coefficients are represented along single-headed arrows that indicate a hypothesized pathway between two variables. All the pathways depicted in the above diagram represent statistically significant relationships between two variables. A negative (-) coefficient indicates a negative relationship between two variables.

The following statements indicate the results of the path analysis and the resulting conclusions:

Factor: Staffing Characteristics
- The number of dedicated staff members, especially full-time, is a positive predictor of learning gain. That is, the more full-time staff members the agency has, the higher its educational gain tends to be.
- Tutors working with agencies that have more full time staff members tend to spend more time in preparation for tutoring activities. Further examination of this relationship reveals that larger agencies tend to have more full time staff, tutors teach more students and

therefore spend more time in preparation. There is a significant correlation between the amount of time in preparation and the number of learners.

Conclusions:
1. The number of full-time staff employed by agencies that offer volunteer tutoring for learners in Adult Literacy programs is positively related to learning gains attained by students. The greater the number of full-time staff, the greater the learning gains.

2. The greater the number of full-time staff, the greater the volunteer tutor preparation time. Larger agencies tend to have more full time staff; tutors teach more students and therefore spend more time in preparation. There is a significant correlation between the amount of time in preparation and the number of learners. There is a significant correlation between preparation time and number of students.

Factor: Climate
*   Agencies with better climate (more evidence of administrative best practices) also have higher levels of tutor participation and more tutor support services.
*   Tutors working in healthier agencies tend to spend more time in preparation for tutoring activities.

Conclusions:
1. Agencies that have a healthier organizational climate, as evidenced by a greater use of administrative Best Practices, show higher levels of tutor participation and more tutor support services. Qualitative input obtained from administrator/coordinator interviews supported the view that tutor contributions can be enhanced by staff availability and expertise to perform supporting administrative functions that potentially strengthen volunteer tutor programs.

2. The healthier the organizational climate, that is, the greater the application of administrative Best Practices and the more extensive the level of tutor support provided by the agency, the greater the number of hours that tutors spend in preparation for tutoring activities. Efforts by provider agencies to facilitate increase an increase in tutor preparation time potentially strengthens of organizational capacity to address the individual needs of adult learners who use its services.

Factor: Tutor Characteristics (education, training, number of sessions)
*   Tutors with higher levels of education and training also report higher levels of application of instructional strategies in their tutoring activities.
*   Tutors with higher levels of education and training report higher levels of access to and use of instructional materials and resources.
*   Tutors with higher levels of education and training also have higher levels of participation at the agency and have higher levels of tutor support at the agency.
*   Agencies with tutors with higher levels of education and training have greater educational gains than agencies with tutors with lower levels of education and training.

Conclusions:
1. Those tutors who are better prepared to facilitate progress by adult learners potentially contribute to the attainment of learning gains for the agency. While agencies are not in a position to make changes in the level of education brought by

volunteer tutors, agencies can structure targeted programs, including orientation and initial training, as well as ongoing in-service programs that attempt to strengthen the agency's investment in its cadre of volunteer tutors.

2. Volunteer tutors and agency staff have the potential for working systematically to structure, facilitate and strengthen the organization's capacity for delivering greater learning gains.

3. Agencies maintain a resultant opportunity to support existing tutors who may possess lower initial academic qualifications, in addition to developing strategies to attract better qualified volunteers.

Factor: Tutor Characteristics (support and participation)
- Tutors with higher levels of tutor support and participation also indicate higher utilization of materials and resources.
- Agencies providing tutor support and having higher levels of tutor participation in the agency also provide more learner support and learner assessment activities than those agencies with low tutor support and low levels of tutor participation.

Conclusions:
1. Tutoring requires extensive individualization of adult learning. Qualitative input obtained through tutor interviews supports this finding. Tutors indicated the importance of having extensive choices of materials to address the multiplicity of needs exhibited by adult learners.

2. The second finding of consistency suggests a philosophical orientation toward directly engaging in efforts to support adult learning on an agency-wide basis.

Factor: Learner Assessment and Support
- There is a negative relationship between learner assessment and learner support and educational gain.

Conclusion:
1. Agencies having learners with lower learning gains may be providing more learner support services and more levels of learner assessment than those agencies with higher learning gains. Interviews with administrators and tutors indicate the time-intensive nature of working with learners having lower learning gains than other students. This relationship may also be based on the perception that students need more support when they are not attaining targeted learning gains.

Report Item #6: Conclusions and Recommendations

The study of agencies utilizing volunteer tutors to address the Adult Literacy needs of their communities resulted in the following conclusions and recommendations:

1. <u>Specific program and tutor factors were determined to be related to best practice areas such as tutor training, tutor support services, learner assessment, application of instructional strategies, tutor and learner participation, and staff training and development</u>. This suggests the utility of identifying factors associated with strategy for capacity building at the operational and instructional levels for those agencies employing volunteer tutors. (See page 4 for an itemization of best practice areas.)

2. <u>Some program and tutor factors related to best practice areas specified in Conclusion #1 were found to be associated with educational gains</u> of adult learners. This finding provides the impetus for the Division of Adult Education and provider agencies to facilitate improved application of those variables found to be related to learning gains. (Refer to pages 36-40 discussion of conclusions from Path Analysis.)

3. <u>Provider agencies should establish or refine strategies for adopting program and tutor factors related to best practice areas having potential to raise the level of educational gains of adult learners</u>. The systematic development of appropriate strategy will increase provider agencies' capacity for addressing the wide range of individual adult learner needs.

4. <u>Agencies providing Adult Literacy programs should hire full-time staff as a component of a systematic endeavor to raise both volunteer tutor preparation time and educational gains agency-wide</u>. The presence of full-time staff appears to represent an important component for implementing a structured and systematic program having a higher probability of producing educational gains.

5. <u>Provider agencies should adopt and integrate administrative best practices</u>. Such practices have shown higher levels of tutor participation and tutor support services, and benefit from having staff availability and expertise to perform supporting administrative functions that potentially strengthen volunteer tutor programs. Efforts by provider agencies to assist in increasing tutor preparation time potentially strengthen the organization's capacity of addressing individual needs of adult learners.

6. <u>Agencies providing Adult Literacy programs should actively seek tutors with the highest levels of education and training</u>. The study reveals that tutors with the highest levels of education and training:
    a. apply higher levels of learning strategies
    b. have higher level of participation in the agency
    c. show greater utilization of materials and resources
    d. provide more learner support and learner assessment activities
    d. show greater educational gains agency-wide

7. <u>Wherever possible, provider agencies should strive to develop systematic methods that raise the probability of attaining educational gains agency-wide</u>, based upon the time-

intensive nature of tutoring individual students, notably those having lower educational gains.

8.   <u>Findings articulated in this report suggest the need for additional study of specific educational gains</u>, representing individual changes in scoring of students enrolled in literacy programs at each of the participating sites. Such a study will furnish additional levels of detail that will benefit the Division in its determination of appropriate initiatives and funding allocation that address the needs of adult learners in the State.

Appendix 1: Responses from Tutor Interviews

1. What has been most helpful to you so far in your performance of tutoring responsibilities?
   (specific types of support received from the provider, training, materials, coaching, etc.)

Category of Response	Frequency	Specific Comments
Library/Learning Materials	8	- Resource materials, in the form of books and reading materials; good effort to amass a quality library. - Books, notably teacher/tutor manual - The organization has a small, limited library. - Small library is very helpful - The available tapes and books strengthen the capability of the tutors to perform well in assisting their students. - Materials - Resource material in office - Resources provided, including lesson plans, sequential, organized approach - Using program series books recommended by literacy council
Training	7	- Training sessions, very good - Training focuses on how to teach adults, emphasizing their specific learning needs. - Training and handbook for tutoring - Training, coaching - Training for one-on-one tutoring - On-the-job training - Advanced training
Staff Support/Structure	5	- Staff are ready and able to assist tutors if problems present themselves. (Example: student who had not been diagnosed as learning-disabled or having brain damage; situation was beyond the scope of usual events; staff helped direct the student to Vocational Rehabilitation, thereby assisting her to be on the proper course.) - Office staff is very helpful. When challenges emerge, staff assist (example: student attendance issues). - Support from provider - Freedom to expand approach - Structured environment
Recognizing and Addressing Student Needs	3	- The tutoring process is a one-on-one, focused effort involving listening to their needs. I serve as the tutor trainer, and begin the training with brainstorming the needs of individual students and ways to cater to them. (Example: one student has a two-year-old son. I was able to observe her and talk with her to learn what she needed. By observing some of her daily life, it became clear that when her child had an ear infection, his father had to telephone the doctor, due to the limited English of the mother. - Knowing the vocabulary of body parts, medicine, etc. was extremely useful to this mother.) - The job of individualizing curriculum is time-consuming.
Director	3	- Director support - The director is open to securing what tutors want, very supportive. - Director is responsive to needs and problems, 100% involved.

Category of Response	Frequency	Specific Comments
Team/Tutor Interaction with Staff	2	Interaction of director, tutors, secretary We have a good team, with supportive leadership.
Personal Resource Collection	2	- Personal store of resources gathered during extensive work overseas. This collection has facilitated tutoring. - Have a personal collection of materials; this is helpful, as using the same books becomes boring for students. - Reading on own, wide range; having materials, detail on grammar
Accessibility	2	- Office library is open on Saturday from 10:00 a.m. until 2:00 p.m. - We are open 12 months of the year.
Interaction with Students	2	- Use of open conversation with ESOL students - Working with students

2. What, if any, additional resources do you believe would be most useful in assisting you to provide the highest quality of tutoring services possible? (Training, materials, tutor support, etc.)

Category of Response	Frequency	Specific Comments
Needs Assessment	5	- Assistance in gaining needed input concerning students' lives - Some real-life experiences through observation of real students, perhaps using a videotape. - Having "real students" work with potential tutors would be helpful, to facilitate practice. - It would be good to have trainers available when something emerges during an actual or simulated training experience, for the purpose of providing immediate and ongoing feedback. - Development of a questionnaire regarding daily life needs of ESOL students. (If students are merely asked, they are sometimes at a loss, not knowing what they don't know.)
Resource Library	5	- Bigger resource library with more materials. - Some of the materials are cast-off elementary school items adapted to our needs. - Have a good set of materials in personal collection. Additional materials are always helpful to have. - Expand library of resources for checkout by tutors - Audio programs would enhance the otherwise wonderful collection of resources
Workshops	3	- In process of developing a mentoring program to serve volunteers, using existing volunteers - Ongoing advanced workshops, 3-4 times per year - Holding tutor in-service sessions for the purpose of sharing ideas would be beneficial At one time, both day and evening programs of this nature were offered. They are not now, perhaps due to funding. The sessions helped me "recharge"
None Needed	3	- We have tremendous resources. - No additional resources needed at the moment - Wonderful books in library
Programs for Computer Lab	2	- More programs for the computer lab that is recently up and running - Need more books
Staff	2	- Volunteer Coordinator

		- Volunteer coordinator is needed to build business
Testing	2	- Some testing - Assistance in identifying major learning disabilities and/or injuries
General	1	- Resources to implement ideas. We have plenty of good ideas, but lack the resources to implement them.
Tutor Trainers	1	- Need more trainers of tutors, notably ABE
Accessibility for Handicapped Tutors/Students	1	- Improved accessibility of library for handicapped tutors and students. Although the librarian procures resource items for the tutor, this does not substitute for the "open stacks" approach, whereby the individual can browse and find unexpected resources either directly or indirectly linked to the search purpose.
Uncertain	1	- Don't know.

3. To what extent do you feel that it is important for tutors to participate in program activities such as serving on committees, producing teaching materials, participating in program planning and review processes?

Category of Response	Frequency	Specific Comments
Yes, Important	8	- Yes, it is important. The agency is becoming better at that. - Yes. We do that. We encourage tutors to write about their students in the newsletter. - Yes. If they want to. - Wonderful idea. - Yes. Important. The more informed tutors are, the better. It is also valuable for people involved as tutors to know the "big picture." - Yes. We have a core group of long-term tutors. This group tends to do everything, take the greatest amount of responsibility. Tutor representation on the Board is important - Absolutely important! Program committee and planning endeavors provide an important resource for the Board and staff. - Yes, really important to the extent that they are able, but not on a "must do" basis.
No, Not Important	3	- Not especially important. Given the limited time resource, volunteer time is not plentiful. - Not really, no. Actually, we don't ask tutors to do a great deal. Once they begin tutoring, we "turn them loose" and try to cover what they need. - Difficult to take part in these, due to schedule conflicts. Director understands.
In-service Need and Program Suggestions	3	- Could use more in-service - More on implementing state standards (Recently held a pronunciation workshop for ESOL tutors – very effective) - Need community workplace training
Need for Tutor Input	2	- Having tutors provide input is extremely valuable mutually to the program and to the individual offering suggestions. - Actually, I am a liaison between tutors and the program. I check on them once a month, to secure input.

4. To what extent do you feel that it is important for learners to participate in program activities such as serving on committees, participating in tutor training events as resource people, participating in program planning and review processes?

Category of Response	Frequency	Specific Comments
Yes, Important	5	- They do. We need more of this. - Very important. Very difficult, due to low socioeconomic level of participants. The fact that many individuals do not drive makes this a challenge. Many people have more than one job and several children. - Yes. Should be encouraged to take part in those things - Any time they can participate, it is good. We're small, and do not have committees. We have a reading council, an advisory council. There is no time available. Our efforts are mainly program-directed - The more students feel part of the process, and the involvement is part of their "quality world," the better. Participation is beneficial.
Importance of Student Input	4	- It is helpful to have learners come and talk to new tutors - Students' providing input is very useful. The use of questionnaires for ongoing feedback to program staff and tutors is useful. - Important to obtain learner input for the program. Tutors and program staff need to learn what learners need to know. It is important for them to help us know, make us aware. We will not know unless we obtain this input. (Examples: Medicine, doctor's office, restaurant (meanings of "over easy" and "rare," for example), the process of having your car stopped for speeding, for example, are needed, according to ESOL students.) - What to learn and how to learn are crucial elements
No, Not Important	2	- Based upon my experience, there is not time for this in students' lives. Students' completing homework represents a big accomplishment. - We don't really see students coming in for that. For many students, just getting to learning sessions is difficult. It would be asking a little too much to try to make this happen.
Approaches for Involvement	2	- Newsletter is the focal point. In addition, potlucks and award sessions are held; students' family members often participate. - We have had fundraising events that involve students.
Uncertain	1	- I'm up in the air on that one. For some students, yes.
Program Support Provided	1	- Provide babysitting, food, and social benefits. Community representative sets up the program at the school.
Program Identity	1	- Learners don't always know of the existence of the organization.
Student Networking Opportunities	1	- Social and networking opportunities are made available; however, students typically choose not to take part. Most are not interested. We should ask, however
Learning Gains	1	- We tend to take on very low-level learners who have experienced challenges. It is difficult to make significant change happen at the pace we move. There is a long process before accomplishment can be noted, when the student reads at a first or third grade level.

5. To what extent do you feel that it is important to have networking activities available to volunteer tutors, such as a buddy system for pairing new or inexperienced tutors with experienced tutors; or sharing of experiences, tutoring strategies, etc.

Category of Response	Frequency	Specific Comments
Yes, Important	10	- Even more important than we thought - At in-service, half the time is spent sharing best practices. There is value there. Interviewee (tutor trainer) has served on committee to help new tutors. - Yes. It is important. In the past, we offered retraining sessions, but there was low attendance. We have positioned such sessions differently, considering them and classifying them as planning for the future, inviting tutors to come and share their good ideas. We seek to integrate programs into schools, and have the greatest success with family resource centers. - Yes. Would be. We have not done this very much. - Limited ability to "get around" but would like to do more of this. - Oh, yes. [We have] tutor support meetings every month, first Saturday, are held. These have always been valuable. I used to attend, but due to funding, the location is no longer the same. I have limited mobility, so cannot attend at the location where meetings are now held. - Good idea. Some people are a little bit timid about their ability to be a tutor. Support and suggestions would be useful. - Yes. Important. Schedules may preclude. Perhaps quarterly? - Director is very supportive of this. - Yes. Director is supportive of this area. We used to have social occasions with networking and food; now that our program is smaller it is more difficult to do so.
Specific Support Needed	4	- Mentoring would be wonderful. The task of tutoring is inherently isolating. - We have a tutor support group. It was recently disbanded due to low attendance. - Having 3-4 workshops per year can be very useful. - Session for explaining state standards in non-educational terms would be good. Grateful to have had the opportunity to attend educational conferences for tutors, explaining standards and meeting those standards.
No, Not Important	1	- Evidently not. It has not gone over with our tutors. Volunteer time availability is an issue. Our materials are straightforward. Individual issues and problems require immediate handling. The idea of a general in-service is not practical for the actual issues faced by tutors.
Qualified Support for Concept	1	- We try to do that occasionally. It depends on the tutors involved. Some want more training. Others want just to do the tutoring. We must remain aware that these are volunteers.
Need Additional Tutors	1	- One problem the program faces is getting new people to serve as tutors. We have a long waiting list of students seeking tutors.

6. What one thing do you feel needs to be changed in the volunteer tutoring program to improve or increase the adult learner's educational gain?

Category of Response	Frequency	Specific Comments
Additional Volunteer Tutors	4	- Recruiting more volunteer tutors There is a large field of potential tutors. We need to get better at attracting them. - We need more tutors. We could do more business with more people to provide this service. - We need to get the word out. - We need to get tutors out to help spread the word, solicit their acquaintances for more people.
Enhancing Tutor Performance/Tutor Support	4	- It will be useful for tutors to have the best possible understanding of assessment testing and skill levels, notably the gaps and strengths - Emphasis is placed on tutors' calling for assistance if needed, but most do not call. - More information to tutors, keeping good ideas alive. - Tutor recognition.
Unknown	3	- Cannot think of anything. Our program seeks to do the best things possible for helping learners. - Cannot think of what it would be. Tutors are people who can read, and who are there to help others. We are doing all we can. - I think that with the materials we have on hand, students do well.
Hours per Week	2	- Number of hours per week for students. Are currently adding a third morning (to the existing two) for conversation. Students don't always attend. - More time interacting during the week.
Educational Gain	1	- Educational gain
Tutor Involvement in Agency Program	1	- Getting tutors to feel more involved with the school is important.
Testing Practices	1	- Testing as it is presently conducted represents an obstacle (this is said with the recognition that testing and measurement are important). The population is by definition "floating." Huge enrollment at the beginning of the year, followed by a dwindling population by winter and spring.
Student Support Practices	1	- Child care is critical; Perceived safety is also important. Many of the attendees are not legal aliens.
Realistic Expectations Regarding Tutor Practices	1	- Concern: About state funding: asking for extensive lesson plans. May be asking too much; difficult to get buy-in for that, given the time already being donated.
Funding Resource	1	- We of course can use more monetary resources, to provide more of what we are already trying to do.
Student Learning of the Basics	1	- Have wonderful materials. Key is that students must learn the basics, after which they can achieve many things. Without basic knowledge, students cannot progress.

Appendix 2: Responses from Administrator Interviews

1. In your view, what are the most critical variables (elements) associated with tutoring effectiveness in your organization?

Category of Response	Frequency	Specific Comments
Student Participation	7	- Having students attend sessions as scheduled - Establishing the sense of a formal "class" that students take seriously and incorporate into their schedules. - Research indicates that 50 hours of instruction is the break point for showing educational gain. Trying to achieve such gains prior to that is unrealistic. - Building a relationship with students - Student attendance - Students' ability to be present during the sessions, spending a sufficient number of hours to attain learning outcomes (low socioeconomic individuals are less attuned to calendars and appointments) - Students' commitment makes the difference.
Tutor Training	4	- Training for tutors (approximately 20 hours) - Periodic follow-up training (external) for tutors plus (in-service) - Numerous (15) training sessions per year, during which emphasis is placed upon the skills that tutors need to teach adult students and the distinctive differences between adult and child learners. - Considerable information and resources are available on the web. - 2-hour orientation
Recruiting and Retaining Qualified Tutors in Sufficient Number	3	- Reliability of tutors - Recruiting tutors (more challenging in recent years – people appear to want to maintain (a) shorter term commitments (one-shot efforts, such as a home cleanup) and (b) youth-oriented activities - To engage qualified tutors, hundreds of community presentations are performed each year by the director and others ("you must be trained" – emphasized)
Organizational Capacity	2	- Maximizing capacity of small organization - Having enough paid staff to support volunteers (coordinate, train, retest, oversee)
Tutor Management	2	- That tutors follow our instructions. - Tutor management
Input Regarding Students' Gaining Employment	1	- Maintaining communication with students, to ensure that the organization knows about students' gaining jobs.
Student Retention	1	- Student retention (typical pattern, notably with ESOL, is for students to appear in large numbers in the fall, then dwindle to low numbers after the holidays).

2. In your view, what are the strong points of volunteer tutoring in your organization?

Category of Response	Frequency	Specific Comments
Students' Individual Needs Met	5	- Tutors instruct in small groups or one-on-one, facilitating teaching to the specific needs of individual students - Many students are not ready for GED level. They are at the basic skill level. - Students served are those who have "fallen through the cracks" and could not function at a level that would allow them to attend the local college - We are helping people - Service to growing need area of youth 16-20 years of age
Tutor Commitment	4	- Cadre of committed tutors who have been with the program for years - Multiple support capacities among tutoring group (helping office staff test; helping students most in need, speaking on behalf of the program) - Dedication of volunteers; their hearts are in the process; they bring value - Low attrition rate of volunteers
Tutor Training and Curriculum	3	- 21 hours of training over five-day period, held three times per year. - Curriculum in place to strengthen the program. - Provide materials for practice
Goal-Directedness	2	- Student wanted to read *The Hobbit,* based upon the recent Trilogy on film; she was at a level where she could not read *The Cat in the Hat.* She worked steadily until she achieved her goal. - Parents with small children sometimes seek to learn to read so that they can read to their children
Accessibility of Tutoring	2	- Tutors go to where the students are - Location of program facilitates walking, bicycling to facility
Staff Support	2	- Having a professional who has full responsibility for intake of students - Support 60-67 volunteers, manage numerous people.
Community Resource	2	- Representing an important resource in a small, rural community - Community-based program emphasis
Focused, In-Depth Instruction	1	Intensive, in-depth tutoring
Student Commitment	1	- At the outset, question about obstacles to committing 6-8 hours per week to the program is posed to students, followed by a question about commitment to those 6-8 hours for the program (advisement of rules and responsibilities)
Tutor Recognition	1	- Recognition of tutors, such as "letters of recognition"
Follow Up	1	- Tutors call students who do not appear for scheduled sessions
Relationship Building	1	- Building strong tutoring relationships with students
Tutor Qualifications	1	- Some tutors are qualified to be adult education certified, and bring extremely good backgrounds to the program. They prefer to remain in the category of volunteer, instead, bringing intrinsic motivation to their endeavors with students.

3. What are the weak points of volunteer tutoring in your organization?

Category of Response	Frequency	Specific Comments
Tutor Management/Staffing	6	- Trying to keep tutors informed - Getting volunteer tutors to attend in-service sessions - Keeping tutors informed (used to be difficult) – improvement shown by >50% response on survey form that we sent - Lack of staff to support after matching of tutors and students. - Tutors want mentoring. This resource is ad hoc at present. - Monthly phone calls are made to all volunteer tutors to determine status and progress. This touching base is important to the stability and consistency of the program.
Tutor Application of Program	5	- Struggling with tutors who want to "do it their way" (regardless of state targets for achievement) - Sometimes tutors resist incorporating principles presented in training and staff development programs, preferring to continue doing what they have done before instead. - Getting tutors trained and then return to the program and apply the learning. - Need more continuing staff development. - Need to get more tutors to attend available programs (no "right time" based upon the diversity of commitment and available time periods) (Examples of programs available: integration of topics such as physics into the reading curriculum; sharing of methods among tutors).
Tutor Recruitment	3	- Recruitment of tutors is challenging - Finding tutors (Volunteers tend to gravitate toward children-focused activities and programs. Most school districts waste the dollars allocated for parenting education and programming). - September 11, 2001 was a turning point, after which a substantial reduction in numbers of available and willing tutors.
Systematizing the Agency	2	- Previous personnel issues in the agency. Program director has had to regroup and systematize the organization's inner workings. Remote location makes this particularly important. - Community served experienced substantial growth starting two years ago, resulting in agency growth and an increase in numbers of learners and tutors.
Personal Challenges of Students	1	- Tutors who become too involved in the personal challenges faced by many students.
Scheduling	1	- Volunteer tutor schedules sometimes do not permit true continuity (retirees who travel, for example).
Fundraising	1	- Seeking of funding

4. To what extent do you feel that it is important for tutors to participate in program activities such as serving on committees, producing teaching materials, participating in program planning and review processes?

Category of Response	Frequency	Specific Comments
Yes, Important	4	- The more involvement by tutors, the better, is the administrative attitude. - Very important. Meetings are held to obtain group input. - Very important. Agency does not differentiate between paid staff and volunteer tutors; volunteer tutors bring great value. Yes, can see value, based upon the generation of ideas. - Fundraising requires tutor participation. - Program participation by tutors reduces the isolating feeling of being "out there by myself."
Importance of Tutor Input	4	- It is very important to keep tutors involved as part of a whole, in the information loop. - Tutors' input is valuable. - Organization follows through on input provided by tutors. - Agency does surveys to identify opportunities for program improvement.
Not Important/Not Feasible	3	- No. We're using their time for what is most important. - If they want to be involved at a higher level, yes. - Most tutors do not want to be; they work full-time.
Board Members	3	- Have tutors on the Board - Board members are all certified, trained tutors. - Have tutors on the Board of Directors
Challenges Experienced with Tutor Involvement	3	- Board has a program committee, not very functional; the Board was micromanaging - ESOL problems are different from Basic Literacy problems. - Support groups for tutors used to be provided; available time was so limited that this was stopped due to lack of participation.
Primary Focus: Learning Time	2	- Key to try to increase the time commitment to three sessions a week, up from two, to use a "conversation day" to use student and tutor time more effectively. - The center seeks to gain the greatest number of learning hours.

5. To what extent do you feel that it is important for learners to participate in program activities such as serving on committees, participating in tutor training events as resource people, participating in program planning and review processes?

Category of Response	Frequency	Specific Comments
No, Not Important/Not Feasible or Appropriate	5	- Used to have students serving on the board. Those willing were unable to participate meaningfully. Learners needed to be excused for parts of the meetings - Students are very focused on their learning, almost as if "wearing blinders." 78% of students work full-or part-time. - Not important. - Used to have a student on the Board of Directors. Student had no context, and the idea became a time drain for all involved, not adding value but detracting from the proceedings. - Very few students are good at public speaking.
Nature of Student Participation Needs	4	- Have a couple of students who volunteer to assist. Generally, current utilization of volunteers (making copies, signing in and out, filing) is limited to performing needed tasks, rather than providing program input. Student tasks free up tutor time. - Have students on Board of Directors - Students visit service organizations to spread the word

		- Involve students in community outreach, helping with events, and fundraising.
Program Accessibility and Responsiveness to Community	3	- Learners are involved as much as possible, given the size and scope of the program.The agency is responsive to community needs. Program is open entry/open exit. - Services and location are available from 9:00 a.m. until 9:00 p.m. daily. (This is painful for the Agency.) - The learning students receive helps mitigate lost economy opportunity and builds stronger families.
Yes, Important	3	- Very important. Goal is to get one or two students on the Board of Directors. - Idea of involving learners in programmatic areas is perceived by director as valuable, and would consider implementing this for next year. - Important to have students participate.
Value of Student Input/Feedback	3	- Board wants student advisory group for the student, to build and strengthen self-esteem and leadership, and to recruit other students. - We do obtain considerable amounts of feedback from students relative to the effectiveness of the program. - Have not had that. Obtain feedback from students through interviews about program.
Program Identity	2	- For some students, only the tutor is known, not the program. - Scattered sites make it difficult to establish an identity for the program.
Student Assistance in Fundraising	1	- Telling the [success] stories is something students can contribute to.

6. To what extent do you feel that it is important to have networking activities available to volunteer tutors, such as a buddy system for pairing new or inexperienced tutors with experienced tutors; or sharing of experiences, tutoring strategies, etc.

Category of Response	Frequency	Specific Comments
Nature of Activities	6	- Initiating a mentor-calls-first approach. - Have invited tutors and students who meet in centers close to the agency's main office to come in for social activities, to establish familiarity and awareness. If one tutor goes to a workshop, it is best for that individual to share the learning with all tutors - We do some buddy programs. We do some follow-up on tutor training. - Used to hold tutor meetings. Have master teacher trainer and usually a core group of people involved. - Financial director gives tutors an overall picture of the program. Volunteer tutors have recognition events.(During December, Eddie Basha's gallery held an event, including food, for volunteer tutors. - Tutors are served by a volunteer coordinator through the library. Tutors automatically become Friends of the Library.
Yes, Important	3	- Very important - Important to do this - Yes. Vitally important.
Open to Having Activities/Not Presently Being Done	2	- Yes. We've discussed, but it is not done here. Used to list telephone number of tutor trainer on board for trainees. No one called. - Size and scope of program preclude some mentoring, as it is perceived as "one more thing."
No, Not Important	1	- Not useful, notably in larger metropolitan areas, where time commitments are particularly challenging.

7. What specific actions has your organization taken to strengthen learning results associated with tutoring? How effective have these been?

Category of Response	Frequency	Specific Comments
Educational Focus/ Approach	6	- Focus on retention of learning. One-on-one tutors for students reading at a level lower than fifth grade, using phonics approach. - Program incorporates the perspective of adult learners. Social studies and life skills are included in the instruction. - Students are assigned to classes. Focus is placed on individual learners' needs. - Longer sessions yield better results. - Efforts are made to match tutors and students one-on-one if time. - Some classes are of short duration. Most of the classes are small-group.
Laboratory/ Conversation Sessions	5	- More students, in the computer lab. - Draw students in to supplement conversation for learning English. - In-house conversation group initiated September 2003. - Trying to involve satellite students in conversation group. - The approach involves bringing six or seven students in to work with a tutor, selecting a topic. The tutor listens and either lets the conversation go or incorporates corrective suggestions. Asian and African ESOL students participate, not Hispanic ESOL students. Elementary school outreach groups will get a third day for conversation.
Tutor Training	5	- Ideas and sources of curriculum are offered. - Meaningful training emphasizing volunteer tutor training and state standards - Attempt is made to help tutors understand the goals that the program is seeking to reach. - Assessment enters into this picture. TABE, adult education standards, performance requirements and curriculum are addressed. - Web-based newsletter provided
Student Testing	4	- Testing is systematized, such that following 40 hours of instruction, testing occurs. - Tutors are asked to test students on time - Tutors are asked to submit results in a timely fashion - Methodical testing of students
Scheduling and Reporting	3	- We make sure that hours are consistent. - We require monthly reports from tutors - Tutors understand that these reports are federally and state mandated.
Staff Support	3	- Used to be an all-volunteer organization. - Paid positions provide more stability. - Try to push to gain additional funding for paid instructors.
Partnerships with Community Agencies	2	- Agency accepts any students who want to learn. We represent a stepping stone for some students, and "all there is" for other students. - Seeking now to do more collaboration with group homes (teen), working with family services organization serving ages 16 and older. Education is their weakest link.
Follow Up with Students	2	- Have asked tutors to communicate with director regarding "no show" students. - Tutors requested to contact students to follow up on why they have not attended.

8. Do you believe adult learners taught by volunteers can achieve the rigorous outcomes required by funding legislation?

Category of Response	Frequency	Specific Comments
Yes	6	- Definitely yes! If given time, "we can get there." Volunteer tutors are no less competent than paid teachers. - Yes. Faster. The dollar value of the volunteer component is phenomenal. - Tutors are truly dedicated. They are highly successful, and drivers of the program's success. Anyone who cannot learn from a volunteer tutor won't learn anywhere. - Yes. I do. To me, the volunteer tutors and paid staff are treated the same way. - Yes. Adults come in with problems that they left behind in the public schools. Either an event or a teacher who didn't teach to the students' learning modes, interfered with the learning process. Everything is being attempted to strengthen the process. Increasing the number of hours is critical. - Absolutely do, with the right curriculum and training. Sometimes volunteer tutors make better teachers than professional educators. The program offers a win-win situation, by breaking the cycle of failure. A one-one-one learning relationship evolves.
Qualified Response / Recommended Program Adjustments	5	- If we could increase hours. If we could work with not just the 12-hour students, but those who showed up for post-test, regardless of number of hours. "Disappearing people" (students who drop out, unannounced) have to be counted now. - If time is restricted, this is less likely. - Yes, but maybe not so quickly as standards require. - Volunteer tutors produce results less quickly than certified teachers. One way to approach this might be to lower the percentage of change for volunteer tutor programs. Educational gains for many of the students requires a greater amount of time. May require two years, rather than nine months. - Programs are "punished by the educational gains piece." There is frustration in the narrowness of this numbers piece.
Staff Support	3	- Paid staff perform tasks that remove the hassles from tutors, to facilitate tutors' emphasis on student learning - State standards added rigor; efforts made to strengthen time on task - The program is "not free." Requires considerable support, and serves a wide spectrum of learners.
No	1	- Basic literacy students are not likely to move 2.3 grade levels in a year. Students in this category are often school-phobic and learning disabled.
Examples of Potential for Learning	1	- Last year's agency award-winning student only comes to class 1.5 hours per week. Over the long term, he has progressed very well. If timed, he tests at 3rd or 4th grade. If not timed, he tests at 9th grade.